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UNIVERSITY

THE SIERRA EDUCATIONAL NEWS

Volume XVIII

SEPTEMBER 1922

No. 7

Teachers for Democracy

The New Education

Function of Vocational Education

National Education Association

What About School Legislation

Stammering Field Outlined

School Building in California

A CRULLER AND DOUGHNUT PAGE

Chicago, September 1, 1922.

To the Domestic Science Teachers of th Nation:

No delicacy more appeals to the "inner man" than the appetizing cruller and doughnut. Here are some "Reliable Recipes" with tested suggestions for frying that will give you and your students crullers and doughnuts as good as mother ever made.

Calumet Crullers

- | | |
|----------------------------|--|
| 1 cup sugar | $\frac{1}{4}$ teaspoon grated nutmeg |
| 2 egg yolks, well beaten | $2\frac{1}{2}$ level teaspoons Calumet |
| 2 egg whites, beaten stiff | Baking Powder |
| 4 cups flour | 1 cup milk |

Cream the sugar and egg yolks and add egg whites. Sift together thoroughly flour, nutmeg and baking powder, and add alternately with the milk to first mixture. Place on floured board, roll thin, and cut in pieces 3 inches long by 2 inches wide; make four 1-inch gashes at equal intervals. Take up by running finger in and out of gashes and lower into deep fat. Take up on a skewer, drain on brown paper, and roll in powdered sugar, if desired.

Calumet Doughnuts—No. 1

- | | |
|---|--------------------------------|
| 4 cups of pastry flour | 1 cup of sugar |
| 3 level teaspoons Calumet Baking Powder | 2 eggs, beaten together |
| $\frac{1}{2}$ teaspoon of salt | 2 tablespoons of melted butter |
| | 1 cup of milk |

Sift flour, then measure, add baking powder and salt and sift three times, rub sugar and butter together, add well-beaten eggs, then flour and milk alternately. Turn out on a well-floured board and roll out $\frac{1}{2}$ inch thick. Cut with doughnut cutter and fry in boiling hot fat. Vanilla or cinnamon may be added.

Calumet Doughnuts—No. 2

- | | |
|---|--|
| 3 cups flour | 2 well-beaten eggs |
| 1 cup sugar | 1 tablespoon melted butter |
| 2 level teaspoons Calumet Baking Powder | Enough milk to make medium stiff dough |
| $\frac{1}{2}$ teaspoon salt | |

Sift the baking powder, flour and salt together thoroughly. Rub the butter, sugar and eggs together till smooth, and add them to the flour and baking powder, with enough sweet milk to make the dough stiff enough to be easily handled without sticking. Roll out $\frac{1}{2}$ inch thick, cut in rings or small balls and fry brown in a deep kettle of smoking hot fat, as directed for fritter batter. The quantities of sugar, shortening and eggs can be varied to suit the taste, and if required, nutmeg, vanilla or other flavors can be added, or they can be rolled in powdered sugar when cold.

Suggestions for Frying

Frying is cooking in hot fat. Frying fat can become very much hotter than boiling water. Care must be taken that the fat is not too hot.

TESTS: 1. When fat is "near smoking" drop in an inch cube of bread into fat; if it turns golden brown in 60 seconds, fat is hot enough for uncooked mixtures as doughnuts. 2. Drop cube in fat and if it turns golden brown in 40 seconds, it is hot enough for cooked mixtures, as croquettes.

Do not put too much into the fat at one time, not only because it lowers the temperature of the fat, but because it causes it to bubble over the sides of the kettle.

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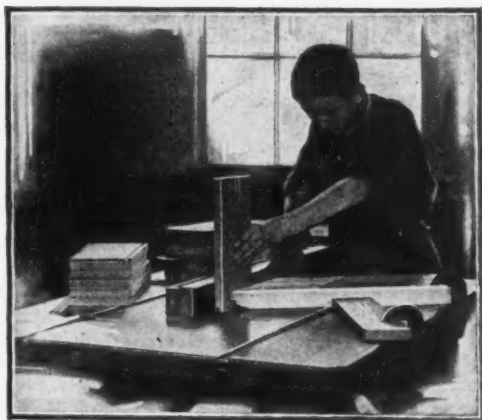
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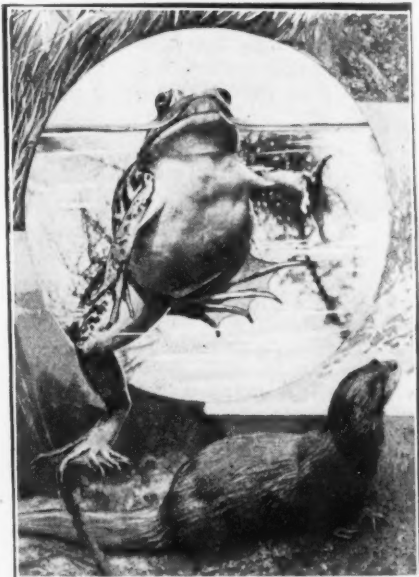
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ENCYCLOPEDIA

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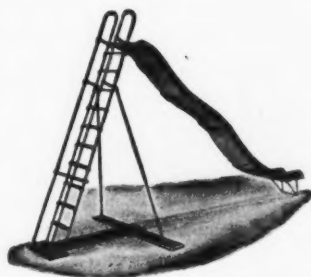
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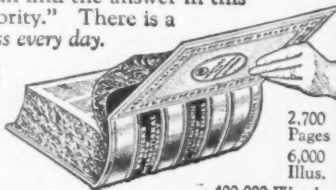
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SEPTEMBER, 1922

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SEPTEMBER, 1922

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EDITORIAL



THE development of the Summer Sessions in the Normal Schools, Colleges and Universities throughout the United States is almost beyond comprehension. Some school systems contribute each year to the summer sessions a large proportion of their teachers who are seeking professional advancement. If anything were needed to demonstrate beyond argument the professional advance of the teachers of the country, it is the attendance at these summer sessions. In California the various teachers' colleges held this year summer session of six or eight weeks' duration. It was our privilege to visit a number of these and to know at first hand something of the spirit and purpose of these summer classes.

Two institutions in the State have indeed most unique sessions during the summer months. These are at the State Teachers' College at Chico, with summer session at Sisson at the foot of Mt. Shasta, and the State Teachers' College at Fresno, with summer session at Huntington Lake in the Sierras. There are numerous summer camps and Chautauquas scattered throughout the United States, but these are perhaps the only two institutions of distinctly high grade professional rank where work is carried on in the open. At Sisson, the Shasta Summer School had over 300 in attendance. This is the limit of capacity for the school. The students are housed in comfortable tents located conveniently in the open spaces in the forest. There is a community house or assembly hall where there may be held large meetings. A cafeteria conducted on a basis with the least possible profit, offers splendid food at great economy in price. There is abundance of running water in the camp, the site of the school being almost at the source of the Sacramento River which is a splendid spring.

As we went about from class to class we found the work of fully as high an order as would be found in the regular yearly classes on the home foundation. Several of the instructors are men and women of statewide or national prominence. The Chamber of Commerce at Sisson has engineered a movement to raise money to purchase more land for the use of the school. It is to be hoped that President Osenbaugh and his faculty will be successful in securing from the next Legislature sufficient appropriation not only to complete certain building improvements necessary, but to lay out paths and drives and to surface with crushed granite; the dust and dirt always incident to such a camp being the feature needing greatest attention at present. The school site belongs to the State.

At Huntington Lake the Sierra Summer School is located on ground owned by the Government. This means that a lease must be secured. The site of the school overlooks Huntington Lake and is reached easily in four to six hours from Fresno. Here are built a number of cabins in addition to tents. Most of the instructors have built their own cabins. The meals are furnished cafeteria plan under direction of the Faculty Club and a community house offers opportunity for holding assemblies. As at the Shasta School most of the classes are held out of doors in beautiful secluded spots and in openings among the trees. A hillside and wonderful natural amphitheatre offers opportunity for out-of-doors performances. Wooden seats have been built against the side of the hill and a large platform at the base backed by mammoth trees affords an outdoor setting excelled nowhere. President McLane has a corps of instructors under whom some of the finest work we have seen is now being accomplished along professional lines. This school also needs a Legislative appropriation

as the limit of capacity has been reached with their 200 students and additions and improvements must be made as at Sisson.

On the day preceding the close of the session at the Sierra School, an out-door concert was given. The trees of pine and fir, straight trunked and stately, flanked the stage. The front and sides of the amphitheatre sloped back to the forest's edge. The lake, lying beyond, the brilliant colors of the costumes blending with the forest green, the perfect atmospheric conditions and the play of light and shade through the foliage furnished a setting of marvelous beauty and grandeur, and one to inspire the least poetic.

We wonder why it is that Colleges and Normal Schools in other states located in heated belts do not follow the lead of Fresno and Chico and seek sites for their summer sessions in comfortable mountain sections or at the seashore.

A. H. C.

THAT the 1923 meeting of the National Education Association is to be held on the Pacific Coast is a matter of comment and congratulation. Opinion was expressed at the Des Moines meeting a year ago that if the sessions were to continue to be held in the heated summer that they should be called not for the Middle West or N. E. A. the near East but for the Atlantic or Pacific Coasts. Indeed, many easterners and middle west delegates expressed the conviction that summer meetings should always be held on the Pacific Coast. Those of us who are resident in the west realize fully the time and expense incident to travel to this Coast. We recognize further that the great centers of population are not with us, but in the Middle West and East. Unless, however, these meetings can be held at such time and place where delegates are comfortable and conferences can go on under conditions that are satisfactory, it is a loss of money and energy and a great physical strain upon those in attendance. The International Conference, to be

held in conjunction with the N. E. A., will materially increase attendance next year.

The next year's meeting will be an Oakland-San Francisco session. The Bay cities will cooperate. Plans are now being laid for the greatest N. E. A. meeting yet held. President William B. Owen of the Chicago Normal College will prepare a program and make a presiding officer of marked ability. It was a compliment to Mr. Owen, and a deserved one, to be elected President of the Association, as he has served in many capacities unselfishly, and was chairman of the committee on Reorganization of the N. E. A. that brought about the delegate system. Miss Charl O. Williams, the retiring president, becomes first vice-president. Miss Williams did a remarkable piece of work as president. Her administration will long be remembered. As an indication of the active interest of the south in National Education affairs, three of the eleven vice-presidents elected are from that section.

From every source we hear favorable comment of the work of our State Director, Miss Mary F. Mooney of San Francisco, who succeeds herself this year as State Director. Superintendent Fred M. Hunter of Oakland was, against his wishes, re-elected a member of the Executive Committee. This also is fortunate for the organization. There was a large attendance from California and the Pacific Coast. Reports of the meeting appear elsewhere in this issue. Further report with suggested plans for next year will appear in a subsequent issue of this magazine.

There was passed a set of ringing resolutions recommending an increased proportion of State aid in schooling; the budget autonomy of local boards under legislative limitations; better, and better-guarded teacher-tenure laws; the improvement of rural schools; stressing a study of State and National Constitutions and obedience to the laws which being "made by a majority can be changed only by a majority;" the better and more adequate preparation of teachers, and that as Hawaii is an organic part of the United States, education in the Islands

should share in any provisions for Federal aid.

As representing the universal concern of the Association for education, Congress will be memorialized to provide a Board of Education for the Capital City—Washington, with the usual powers of city boards, the possession of its school budget and its control. A. H. C.

THE tenth annual session of the California High School Teachers' Association was held recently in connection with the summer session of the University of California, Berkeley, and the Southern Branch at Los Angeles. As in former years there were both

HIGH SCHOOL ASSOCIATION

general sessions and department meeting but this year there was a distinct central theme running through the sessions. The work of the Committee of Fifteen headed by Prof. Rugh of Berkeley, is centered around the study of the purposes and objectives of secondary education. This theme also furnished the basis for the discussions at the meeting. The results of these conferences as set forth in the addresses and discussions, are embodied in the Proceedings which occupy 104 pages, just off the press. The Proceedings of the annual meetings have, during past years, been widely sought by educational leaders and libraries throughout the country. This year's volume is without doubt of greater value than any of its predecessors. The membership fee in the Association is \$1.00, covering copy of Proceedings. For non-members, Proceedings are 50 cents per copy.

It is gratifying to note the intense interest manifest in the Association at this time. The membership has increased nearly 400 per cent over that of preceding years. The study being made by the Committee of Fifteen is progressing splendidly. In connection with the report made by Prof. Rugh at the recent meeting and having to do with the questionnaire submitted, it is of interest to know that of 303 high schools to whom the questionnaire was sent,

nearly 48 per cent filled the blank and sent in replies, and more than 40 per cent of the last year's high school graduates made full report. These are fuller results than questionnaires generally elicit. But one high school positively refused to be a party to the investigation. It is unfortunate that the record of any school should be missing. The investigation is in the interest of California secondary education and every school should be represented.

On the program of the meetings of the high school teachers, were more than 30 California teachers and citizens, and, to the great profit of members, a half dozen speakers from outside the state. Most of the papers appear in the volume of Proceedings; some were not submitted, and a few came in too late for use. It may be possible to include some of the latter, or extracts from them in later issues of the magazine. A. H. C.

THE California Congress of Mothers and Parent-Teacher Associations have done remarkable work during the past few years. In California these organizations have been most helpful in bringing to the home the real spirit and purpose of the school and in carrying over to the school the

THE ✓ ideals and cooperation of the home. P. T. A. It is a matter for congratulation that the officers of the Parent-Teacher Associations in this State have constantly sought a closer union of interests with the organized teaching body. There will be found in this issue a brief statement on the P. T. A. contributed by Mrs. Harry J. Ewing of San Jose. Every effort is being made to effect a permanent line of cooperation between the two organizations and to that end we hope to include in this magazine each month a contribution from the Parent-Teacher Association. More will be said about this in a subsequent issue.

The State Parent-Teacher Associations, a thousand strong and representing 800 organizations, will hold a session of one or more days in Sacramento the week of the State Fair.

They will gather on September 5 and conduct a program of addresses and entertainments. These Parent-Teacher Associations have become an organized influence for good to California schools and their services are appreciated by both teachers and school executives.

At the recent High School Teachers' Association meeting in Berkeley, one speaker on the "Correlation of Home and School in the Educational Program" was interpreted as dealing unfairly with the Parent-Teacher Associations. The "attack" as it has been termed, calls out from the latter organization some interesting statistics. State Superintendent of Public Instruction Will C. Wood is quoted as authority for the statement that \$2,000,000 worth of equipment have come to the schools of California through the activities of these Clubs. Much of this represents equipment that otherwise would have been impossible. Thirty thousand dollars have provided musical instruments. The Oakland Federation met a deficit in the school bread and milk funds; scholarships have been provided; lunch rooms have been established and supported, playgrounds equipped, etc. Assistance of these and kindred sorts has been the accomplishment in every section of the State. The Parent-Teachers seem to have a good case.

A. H. C.

AS we go to press with this issue it is too early to prophecy the outcome of the California primary election on August 29. We are glad, however, of the opportunity of saying a personal word in appreciation of our State Officers who are candidates to succeed themselves — Governor William D. Stephens, Lieutenant-Governor C. C. Young and State Superintendent of Schools Will C. Wood.

We have no criticism whatever upon Governor Stephens' opponent. We do know, however, as do thousands of other voters in this State, of the splendid work accomplished by Governor

Stephens in the highest position the State may give. Not only while serving the State at Washington, but throughout his entire term as Governor he has shown a disposition to deal fairly with all parts of the State and to give every consideration to those phases of State Government that make for progress and development of a great commonwealth. During the last session of the Legislature his firm and determined stand for a proper financing of the schools is absolute guarantee of his vision and his sympathy. The vote at the primaries should be overwhelming for Governor Stephens.

Men and women of whatever party or profession will honor themselves by casting a vote at the primary election for Lieutenant-Governor C. C. Young. Impartial, unbiased, unprejudiced, open-minded, he has served this State well as member of the Assembly, speaker of the Assembly and as Lieutenant-Governor, a continuous service since 1909. Mr. Young has great influence in public affairs. Like the Governor his interest is in education, he having himself been connected at one time with the secondary schools of this State. We shall do well to return him to the Lieutenant-Governor's position.

Every cross placed in the proper square following the name of Will C. Wood will be an endorsement of the policies and plans of our present Superintendent of Public Instruction. We have said many times and on many occasions that of the splendid state officers who were administering the affairs of public education throughout the nation, Will C. Wood stands in the front rank. He is recognized as a leader, both at home and abroad. He has no opposition at the coming election. However, the voters of California will honor themselves if regardless of this fact they go to the primaries on August 29 and cast a vote for Will C. Wood as Superintendent of Public Instruction. California is fortunate, as is the country at large, to have a man as Superintendent of Schools with the wisdom, influence and far-seeing knowledge, not only of educational matters, but in the realms of finance and business, as is possessed by Will C. Wood.

A. H. C.

TEACHERS FOR DEMOCRACY*

ALEXIS F. LANGE
University of California

AFTER September 1, 1922, seekers after licenses to practice in California secondary schools must show that they have had a "teacher's course in citizenship, presented in such manner as to qualify the teacher to appreciate the social purpose of his subject and to make instruction in all classes and activities contribute to the education and training of the youth for good citizenship." Thenceforth, so I would read and state the pith of the new rule framed by a State Board mindful of the welfare of our democratic social order, only those need apply for certification who have been well started toward becoming teachers for Democracy and only those teacher-training bodies need apply for approval which have set afoot specific plans for initiating the process. Implied is, besides, that those who choose and captain teachers—this means you, chiefly—will hereafter get and further develop teachers for Democracy. Implied is also, I take it, that although the concept "good citizenship" may include 57 varieties of meanings, the idea of the true progress in living together on ever-rising levels shall fix the far goal.

Now, whether or not this State Board prescription will be taken by every one concerned without sugar, I, for one, receive it with wholehearted gladness. Else I should be false to all that has become pivotal in my best knowledge and belief. So will very likely all who try to keep eyes and ears open and at times use their cerebrums to think with, while on the road to Democracy with the rest of their people. Few school men and women, at any rate, will back away in fright and join a dear old ossified professor of mine who never failed to gasp out in the presence of what looked like a new thought: "Gentlemen, gentlemen, is not this an innovation?"

But when the State Board sends forth the command: "Let there be light" teacher trainers may not be able at once to recite in answering chorus, "And there was light, hallelujah!" They have to reckon, first of all, with the fact that the making of American leading citizens, enlightened, ardent and girt for action on the road to Democracy, is not as yet generally one of the controlling purposes of our American universities. Many other reasons apart, the Great War did not make our universities safe for Democracy. More lovingly than

before, a cynic might observe, they go on hatching only the eggs laid by the German university cuckoo in the nest of our own college bird. These eggs—research and specialized expertness—are "perfectly good" eggs and are to be prized greatly, as means to human ends in our national life; but they are not the eggs out of which to hatch American leading citizens. At all events, he would bear false witness who would testify that our American universities purposefully and planfully function so as to instruct and train students for clear and foresighted teamwork for the common good of our America and thus of the world. Hence teacher trainers whose theory of education has become Americanized are usually voices crying in the scholastic wilderness. And so, aside from cheering but lonely signs of promise here and there, where are the courses that narrow the gap to be bridged in a two-unit course between the classroom life and works of the student and the end sought by the State Board?

Secondly, we university teacher trainers have to reckon with our own state of unpreparedness for an adequate course in civic education, however, willing we may be to confess our sins and to gather on the mourners bench with a view to beginning a new life. Has our own intra-school education been such as to leave us with human instead of merely academic minds? Most of us, I am ready to believe, have indeed discovered America, while seeking something else, like Columbus, but how many of us can fairly claim to have become explorers, pioneers, and missionaries thereof in the practice of our profession? Are we quick at detecting the counterfeit or debased Americanism in circulation as a 100% mintage? Have we earned the right because of the insight and appreciation we have won to act as guides on the rough trails of social science to the vocation—every American's vocation—of becoming not a stationary but an advancing citizen, one who will do better things in better ways with and for his fellows on the road to Democracy?

In view of such and kindred hindrances, which to be sure may mean only that growing pains or rather out-growing pains are coming on, the present state of affairs appears to be that the State Department prescribes a brief course that students are not prepared to re-

*Address to California High School Principals' Association at Pasadena, April 11, 1922.

ceive and that their teachers have first to learn how to give. They are ordered to get into the "dinkiest" Ford they can invent, buy, borrow, or steal, and then drive, with dim headlights at best, in near-darkness over country without state highways to make travel fairly easy and safe.

What is to be done? Perhaps sufficient unto this day and half hour is the question: What is to be done first? The answer must be, I think: Let us schoolmen and women go up in the air—as airplane scouts, for the purpose of securing data and directions for the roadmaps to be followed in the course in civic education for all prospective teachers. If this counsel is sound my present notes and queries concerning the organization and conduct of the course must be looked upon as a first report to a committee of the whole by one of the scouts.

Unless there is something wrong with my eyes and fieldglasses, we must start—at Berkeley anyway—along two parallel routes. One of these is that of readings which will bring about contacts between the minds and hearts of students and the minds and hearts of those who have earned the right to voice judgment and counsel as to our living together as American men, women, and children. Among such people of light and leading may be found perhaps even some erring but honest Bookshelvik. To forestall a menu of hash, however, a syllabus, preferably in challenging question or problem form, will have to be organized and to go with it, a bibliographical guide, both covering the factors that make or mar progressive group-life—eugenic, hygienic, economic, group-mental, group-aesthetic, group-moral and religious, historical, governmental, philosophical, etc.—both bearing explicitly or implicitly on the theory and art of civiculture, both shaped throughout by the integrating purpose of by and bye getting adequately trained teachers for Democracy, each of whom shall incessantly further the collective advance on the road to Democracy, himself or herself striving continuously to see the way ahead "steadily and to see it whole." Of course, such a guide-syllabus will in the nature of things be at first hardly more than embryonic. Zeus alone ever underwent the experience of seeing a panoplied goddess, ready for business, suddenly pop out of one head. But surely, it cannot be merely a pipe-dream that the teacher-trainers and teachers generally will evolve and perfect gradually a tool subserving adequately

the proper conduct of the specified course and at the same time, besides, the civic aims of teachers' study circles—may their tribe increase—teacher's institutes and conventions, perhaps even of the junior college department of civiculture, departments ardently hoped for but, alas, as yet unseen.

The second route is that of lectures, alternating, when numbers permit, with the far better way of cooperative class exercises, which by nature exemplify the process of achieving Democracy. Here we shall obviously have to deal, first, with the why and whither of civic education, if the meaning of Democracy is to be fulfilled, gradatim; secondly, with the whereabouts of the American people in these years of growth and grace with reference to such fulfillment; thirdly with the how of civic education, if there are to be any next steps at all and then neither the steps of milling cattle, nor backward steps, but steps forward. To speak more bookishly, Part I may well be labeled Theory of Civic Education. It should, I think, stand chiefly for an attempt to locate as definitely as may be by means of the instruments of knowledge and perfected thinking available at present, the major and minor objectives for a hierarchy of clean-cut purposes. As likely as not, it will prove most convenient and clarifying to group these objectives as knowledge, feeling and will objectives, the loadstar of the whole exploration being of course from first to last the Democracy-creating American citizen of the more or less immediate future. And—lest we forget—in developing a theory meant to be set to work, one may not altogether overlook the precept: While in Luna do as the Lunatics do.

Part II, a part to be handled with care and brevity, may be called An Inspectorial Survey of the actual situation. In such an undertaking the objectives of civic education coinciding of course with the direction a people on the road to Democracy must follow, serve as touchstones of things as they are or appear for without thought-forged criteria we have nothing better than unearned opinions or, what is worse, heat but no light. For the evaluation of the governmental functioning of Democracy James Bryce has set a humanly perfect example. Would that his mantle might descend upon the teacher-trainer while he heads a tour of inspection! His itinerary will inevitably include the form and functions of the present American school system. Such questions must be pressed as: Are the opportunities it offers now continuous, complete, equitably dis-

tributed? Does its management make for Czarism or for Sovietism or for Democracy? What remains to be done to make each school a national American Democracy-creating institution?

Now the reason for the existence of Parts I and II lies in Part III, *The Art of Civic Education*. Over the trails of fact, insights, and basic principles found or blazed with and for prospective teachers these are to join forces with the glorious band of pioneers who in California as elsewhere are Americanizing the American native, despite the method of trial and error most of them are as yet compelled to use. But here the teacher-trainer soon finds himself in a jungle of questions thornier than any encountered before. How is he to reveal to the future teacher for Democracy the "social purpose of his subject" so that he will appreciate it and then fare forth, St. Paul-like and set the revelations to work in the classroom? Toward which of the objectives of civiculture shall each precious subject be made to go without cruelty to the animal? How shall each teacher co-act in order that all may move forward as a champion football team to the goal? The process of developing citizens must obviously go on without a break, but how is a unifying and correlating course to be devised, beginning let us say, where the elementary school leaves off and continuing to where the junior college ends and how is it to be made a part of existing curricula? What are the experts, who to be sure, do not belong in the story I am trying to tell now, to do with such a course? How are all school activities of teachers and pupils to be unified with reference to the vocation of citizenship and so correlated with the activities of adult Americans that each school-group becomes a vital group-unit of a nation dedicated to learning how to live the creed of Democracy?

Facing such unsolved problems the teacher-trainer cannot but appeal to schoolmen and women as did the man of St. Paul's vision: Come over into Macedonia and help us! A minute or two will suffice for a glimpse of the assistance needed at one point—Latin. I single out Latin because it reminds many of you of a misspent youth and some of you are certain it is dead, for was it not killed before your eyes by the raving ablative absolute maniacs, your teachers?

But might not Latin come to life the instant Latin teachers give their minds to some of the objectives of civic education and then seek out the paths linking Latin with the vocation of

American citizenship: From this point of view, the traditional order, Caesar, Cicero, Vergil furnishes an almost providential sequence. Caesar's Commentaries might almost bear the sub-title "Early Stages of Social Progress." Here is an account of the collision, so often repeated down to date, between barbarism and civilization. Incidentally we learn that even the barbarians of Gaul had to deal with the strictly up-to-date question of how to get rid of Roman bootleggers. Cicero deals with more advanced modes of associated living. He introduces us to the economic, political and other struggles of a would-be republic, many of them closely analogous to those of today. We, too, have our Catilines and who knows but Cicero himself is even now impersonating our own recurrent William Jennings Bryan. In Vergil, finally, a nation becomes articulate as to itself and its neighbors, as to its motives and patterns of conduct, as to the deep-down conditions and causes of national greatness or decay. Now, do not these obvious opportunities just cry to be embraced? But how can they be brought to rich fruition unless Latin teachers, actual as well as prospective, work out together a manual, let us say, of true and tried problems, exercises, methods, suggestions, relating to the specific civic habits of thought, feeling and action, that Latin is fitted to promote?

Every other subject on the secondary school program, however, not to speak of every intra—and extra—group activity of the school, calls imperatively for similar treatment. Think of what might not be done for the vocation of being an American citizen through a manual developed by the concerted efforts of the teachers entrusted with physical education and all that is implied therein! As many of you know the Department of Education at Berkeley has for several years past been endeavoring to set agoing what I have named a Research Syndicate, of which, ideally, every teacher would be an active member, each getting more light and letting it shine. Well, such a syndicate would render a simply priceless, patriotic service, if during the decade before us, it achieved the manuals of civiculture I am trying to describe. And how the teacher-trainer conducting the course prescribed by the State Board would rejoice! How he would be inspired to pass on, if possible, from the glory of the imperfect to the next greater, the glory of the less imperfect!

But the ways indicated or hinted at for bring-

ing up teachers for Democracy including ourselves, radiate from a common hub of starting points of postulates, given us by science and faith. Lest this report from above—I refer of course to my airplane and not to Sinai—seem much longer than the actual time you are resolved to undergo, I submit several of these postulates in the form of tentative propositions, which I think should serve as a lamp unto our feet.

1. **The teacher for Democracy teaches youth, not subjects.** Cardinal in his practice and the "hot spot of his consciousness" is the insight that each boy or girl is the priceless and measureless end of his ministry and the further insight that each boy and girl lives, moves and has his being in human interactions and relationships. A man without a country cannot be a man. On these two insights hang the law and gospel of Democracy. Furthermore, he knows that each boy and girl was born an immigrant and came with a bundle of queerly assorted instincts more or less social, gathered during the long journey of his or her family from the amoeba to man. If now the teacher for Democracy could only add "second sight" to his equipment or the ability to cast a true horoscope for America and for his young Americans, he could hope to lead them sagaciously to the coincidence of the roads to Democracy and to wholeness of manhood and womanhood, or if you will, life, liberty and happiness. But there is at least a chance for the teacher of lads and lassies, while the teacher of subjects is helpless and hopeless, if not directly anti-social, anti-democratic.

2. **The teacher for Democracy never forgets that he is a United States Ambassador sent by adult America, the America of today, to young America and the America of tomorrow.** What else can be the bed-rock meaning of this teacher's certificate and his oath of allegiance? Proudly conscious of the fact, it becomes a matter of *noblesse oblige* with him to understand the creed of Democracy by the light social science, social psychology, social ethics, and political science, are capable of furnishing to-day, to deepen his sense of oneness with his people and to appreciate sympathetically and lovingly its approximation in fact to its more or less thought-out purposes. When he has occasion to use the slogan: "Government rests on the consent of the governed" he has in mind the consent of the quick and the dead and the unborn, but not being a standpatter, never the consent of the dead alone. Being not only a hearer of the word but a doer, his own char-

acter and conduct come progressively nearer to agreement with his mission as ambassador. He becomes indeed an American leading citizen, a citizen leading youth onward and upward on the road to Democracy.

3. **The teacher for Democracy never forgets that Democracy means essentially not a good perfect gift bequeathed by the fathers but a progressive achievement of developing ideals.** Not every "self-evident truth" was mentioned in the Declaration of Independence. Four generations later nothing seems more "self-evident" than that "the old order changeth" both as to thought and its embodiment. Every growing boy or girl is an illustration of outgrowing. Even China has stood pat only a thousand years or more. The problem for the teacher of Democracy is, therefore, not how to prevent change but how to make change mean the next step forward. This applies to the creed of Democracy no less than to its observances and ritual, to its ideals no less than to its machinery and technique. Accordingly, the teacher for Democracy cannot but be guided by the insight that all men are born equally ignorant and helpless and that the ideas and ideals and the practice represented by such words as equality, freedom, brotherhood, self-government, popular sovereignty must be renewed and re-expressed in timely ways from generation to generation. And so he would be disloyal to the Constitution if he ever deviated in thought or act from its true principle of progressive change according to progressive knowledge and belief. He may be conservative and so counsel: "Go slow, safety first." He may be liberal and advise: "Go as fast as your people can follow." He may be even radical and exceed the speed limit. Public opinion will catch him if he does. But he betrays those who appointed him ambassador if he says: "At this spot on the road to Democracy let us stop and rest forever. What has posterity done for us that we should keep going?"

4. **The teacher for Democracy is international because he is sturdily and staunchly national.** Among our imperishable national gems is found the Declaration of Independence. Recent years have added the Declaration of Interdependence, although no Thomas Jefferson has as yet cut and polished the rough diamond. That it exists, however, is amply attested by the League of Nations and the results of the Disarmament Conference. The teacher for Democracy loves both and takes the consequences

To him a world caste system, each nation a caste separated from the rest by rigid barriers, is as repugnant as an American caste system. He regards the Americanism that does not include all nations in good will as a denial of Democracy, as poorly camouflaged Prussianism. It suggests the Democracy of the professional criminal class in which the many virtues within the group are all pointed against the community as a whole. But whether the millennium is far off or at hand, the teacher for Democracy accepts as another "self-evident" truth that only a free, strong, self-respecting, and self-determining nation can do anything worth while towards a federation of the world and the parliament of man. Hence, he does not object even to the maxim: "My country right or wrong; still my country," provided it is properly fumigated and disinfected, and insists that an American citizen trying to live the creed of Democracy, which is universal but may take on many forms, must by virtue of his profession be first national and then international.

To this report by your scout, I wish to add a question which persists in turning up. Cannot we teachers work out together a plan for adoption by our lay fellow-citizens, whereby ad-

mission to adult citizenship at the age of twenty-one might become a public solemn state function and rite? Why should not each Fourth of July be the occasion for initiation ceremonies, for a civic commencement, one infinitely more significant than the commencements at which sheepskins and doctor's hoods and oratorical platitudes are delivered? To my mind this would be a most fitting thing to do even before we realize an adequate course of instruction and training from infancy to the end of the junior college period.

Dogmatic, as some of my statements have been, I hope that they have not given you the impression that you were being brow-beaten and perhaps even high-brow beaten into agreement. On the other hand, I am not very much afraid that you will do unto me as the Gileadites did when they found a man that could not say "Shibboleth" properly. "They took him and slew him at the passages of Jordan." At all events, we agree that all of us are both called and chosen to be teachers for Democracy and that not one of us could hope for a finer epitaph in the grateful memory of the adult America of the future than that inscribed on Giordano Bruno's monument: "Raised by the generation which he foresaw."

THE NEW EDUCATION

W. G. COVE

President National Union of Teachers, England and Wales

(Abridged from an Address to the General Session, N. E. A., July 2, 1922.—Ed.)

I WOULD, Madam President, that I could bring with me a message of hope and recorded progress from my native land. I would, too, that I could confidently state that the war had changed the heart of musty and cynical old Europe. But truth to observation and conviction compels me to state that Europe is still riven with economic antagonisms and national suspicions. . . . I do not believe lasting peace will come to us on the plane of material concessions, political adjustments, and economic hegemony. Many of the chancelleries of Europe are still drunk with materialism, and the democracies crushed by pessimism. The integration that is sought is material and economic, and therefore unstable and transitory. The abiding integration must be sought on a higher plane; the plane of intellectual, moral, and spiritual well-being. It is here that the school can play its great part. It must transform the materialist habit of mind of statesmen and of peoples. It must preserve, in the cross currents of materialism the king-

dom of the ideal. I know that European cynical old age will laugh and mock, but as educators we have faith in childhood and youth, and we draw our inspiration from the future. Through the emotional appeal of the child we must bring about the triumph of reason. As educators we know our dependence upon world culture, and we must not let the dominance of finance capital prevent the children entering into their rightful heritage.

As we look round at the effort of modern industrialism we note that one of its baleful effects has been the mechanising of life. "Mechanism dominates life and not life mechanism." We have seen human personality dwarfed, stunted, and twisted into ugly shapes by the dominance of a mechanised industry and a mechanised society. Life has become, for millions of men and women, purposeless, stale, and flat. We have thought in terms of material values and not in terms of human values. It is the purpose of the school to restore to us the correct content of value. It is our task to

make society see the truest economy in happy childhood, growing life, and creative play and work. I do not bemoan the fact that modern civilization is based upon machine production. I have no regrets about the application of science to the provision of man's material needs. What I do object to is the mechanising of human life and the material appraisalment of human personality. And there is no inevitable need that this should be so, for the school, rightly conceived by society and given its proper place and function in society, is capable of performing the task of preserving and conserving the intellectual, moral and spiritual legacies of the ages.

The school in modern society is the social unit for the exercise and development of all that we term humanism. And there is abundant evidence that the schools of Europe and America are realizing their high mission and calling in the preservation of the human in this machine age. No longer do we regard the children as passive recipients of facts. No longer do we emphasize mere knowledge. We recognize variant individualities and unfolding personalities. We treat with reverence and wonder unfolding life. The escape for the child from a mechanised society is found in the spontaneous activities of the school. Not only is this true of our infant and junior schools, but it is increasingly becoming true of our senior departments. Further, if we are to preserve our adolescents from the banal mechanising of a machine age, we shall have to provide them with creative and recreative purpose in our schools. The logic of the machine is to negate skill for thousands of youths, and it is abundantly clear that the school must provide the educative purpose that industry can no longer provide. I would point out too that moral derelicts are made in the leisure time of youths, in the reaction from the monotony of machinefacture. It is here that the school can provide the stimulus to creative activities, and thus give meaning and purpose to youth.

There can be no doubt that the war ushered in a new era, and it did so by accelerating and intensifying the social tendencies that had already an incipient existence in industry and society since the industrial revolution. We have, the world over, industry integrated and organized upon a vaster scale than ever before; we have combinations of industrial and financial groups unprecedented in their industrial, financial, social, and political power. The

world, as never before, is economically one. Yet in spite of the economic unity of the nations, there is no corresponding intellectual, moral, or spiritual appreciation of its implications for human conduct. Intellectually the vast mass of mankind, the democracies of the world, have not perceived the delicate and complex relationships of the modern society, much less have they any appreciation of its moral and spiritual significance. The vastness and complexity of modern society with its subtle economic reactions, have left them dumb and passive. The material progress of men seems to have outrun the intellectual, moral, and spiritual capacity of democracy. It is the school that must give democracy the power of adjustment to the new conditions. It is the school that must save personality from intellectual, moral, and spiritual passivity. There is nothing more tragic, nothing more dangerous to civilization, than the mental stupor and moral inertness of masses of men. The passivity that gives its brains to the sensational press, the intoxication of gambling, and which allows its mental and moral fibre to be weakened by picture shows is a bar to all true progress. The school must save democracy and civilization for progress, by nurturing the constructive impulses of the common man. The greatest safeguard against future wars will be found in the intellectual perception by democracy of the unity of civilization, and the active participation of the common man in the social and political questions of the day. The school must give the knowledge upon which sound citizenship is founded, and the moral fibre which active citizenship demands.

I know that we have in the West political systems which we are pleased to term democracies, whether monarchical or republican. But has the part played by the people in them been an active one? Have not decisions of life and death been taken without reference to them, yes, and even without reference being demanded by them? The dumbness of democracy has been tragic, and its passiveness will be fatal. If we are to have democracy in content as well as in form, then this blind and ignorant passivity must give place to virile and enlightened activity. The economic transformation that has come through the forces of industrialism must be paralleled by a moral and intellectual transformation, and in this transformation the schools must play a major part. Industrial society gives no ennobling purpose to our tens of thousands of adolescents, and it cannot

until it asks the schools to undertake the task.

And the schools, especially the infants' schools, have already perceived the dangers of urbanized industry with its division of labor and its sectionalization of life and human personality. Human personality has been out of focus, and it is the task of the school to bring the whole personality of the child within the focus of educational purpose. Our work, we already perceive, is not to pack the human mind, but to develop human personality. The passivity that makes of democracy an empty form will be banished in the self activities of the school. We put our faith no longer in receptivity but personal activity. The world-wide over, we cry for the concrete realization of personality in active construction. And this later movement in our schools, this vision of the unity and activeness of individual life, is of fundamental import to democracy and the new world movement. No autocracy can be imposed upon a race that has been trained to work out its own salvation in its schools. Today men need not only the ability to understand the problems of industrial, social, and political life, they need the impulse to understand, the desire to know. The efficiency of democracy depends in the first place upon an enlightened interest in its problems. Its tendency has been to repose an ignorant trust in those whose interests are opposed to democracy and to delegate its powers to those who are unworthy of its trust. No true democracy can persist by inertia. It is the work of the schools, by the quickening variety of their curricula and the stimulating methods of their instruction, to give to the masses the activity that is a basis of democratic government. And the significance to the new world which we have envisaged is that the new activities of the school are being purposely related to the vital and common occupations of men. The degradation of the workman has produced the non-descript citizen. The elimination of pride in craftsmanship has its complement in the absence of civic dignity. Your mechanised worker is your amorphous citizen. The common man must shake off his lethargy, must become proud of his workmanship, active in his citizenship, before we can have government of the people, by the people, and for the people. The activities of the school are of vital import in the creation of this activity, pride, and dignity, that are necessary for real democracy.

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One of the distinctive marks of modern society is the cleavage between private and public morality. The ethics of private conduct are not the ethics of our business and social relationships or of our foreign diplomacies. This dualism, this cynicism of a commercialized morality, has been fraught, as the revelations of pre-war diplomacy revealed, with nothing but evil consequence to men. Even now, there are cynical statesmen in Europe whose blighting ethic is that "might is right." The school in and through its social relationships actively practiced in the concrete, by the reaction of theory upon practice and practice upon theory, by the unified development of human personality, will be the strongest force for ridding the world of this pestilential ethic. The perception of unity of the human personality is the first condition for the achievement of the unity of the human race. The modern school has a vision of that unity. Neither leagues nor conferences of nations can secure a permanent orientation of world policy towards peace until we have ceased to sectionalize human personality into man physical and man spiritual; into man private and man public. In the constructive occupations of the schools, in their individual contributions to social tasks within and without the social unit of the schools, we have the training ground for social purpose in the spheres of industry, citizenship, and politics. The school is the microcosm that must realize itself in the microcosm of the world. In the unification of physical and mental, in the unity of example and precept, in the supreme conception of man as the creature and creator of his environment, we shall provide the world with the practical working faith that will give the world what it so badly needs, the dynamic concept of unity.

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There can be no doubt that the schools of the world have been effective organs for the cultivation of national consciousness. They must now become organs of international consciousness, if the efforts towards peace are to be successful. We have to weave in our schools and universities the garment of a common humanity. In spite of the acknowledged international indebtedness in science and humanities; in spite of recognized commercial and economic dependence, we have not yet evolved a world consciousness of this essential dependence and unity. One of the noble tasks of our educational institutions will be to evolve this

world consciousness. We cannot do it by teaching an exclusive patriotism in our schools and colleges. We can, and must, aid the forces of peace and goodwill by evolving a world history and a universal geography. Acquaintanceship begets understanding, and understanding appreciation and the generous mind of youth will respond to our appeal to a common humanity. We must girdle the world with the imagination of generous youth. We must not only scrap our armaments, but also our historical textbooks. May I suggest in this respect, that as teachers we can render much aid to the new world movement for solidarity by ourselves working for the unification of our national systems of education from the infants' school to the university, by the solidarity and unification of our profession, nationally and in-

ternationally. We have our national councils and executives, why not an international council? Such a council by its efforts to garner and distribute the world fruits of educational endeavor would be a more powerful factor than any "Supreme Council" of statesmen in the cause of world humanism. Democracy needs to see the world in perspective. It is now the willing subject of unbalanced prejudices and sectional interests. The schools and universities of the nations must take upon themselves the task of giving to democracy this sense of world perspective. They must "evolve an objective standard" for the aspirations and the testing of national conduct, and side by side with this as complementary and essential, the schools and universities must become the cultural means for its attainment in the conduct of nations.

THE FUNCTION OF VOCATIONAL EDUCATION

H. H. BLISS

Director Vocational Education, Riverside

ON Page 58 of the February issue of The Sierra Educational News are found the following sentiments: "The whole scheme of vocational training is not only a sham, and a costly sham, but an immense injury both to the individual and to the community, if it is permitted to find its way into the six elementary school years, or in any but the most restricted fashion, in the six secondary school years." (Nicholas Murray Butler). "Vocational training, in its most popular form, tends to set society off into non-cooperative classes, and hence to obstruct good citizenship. Beside, the narrow skill (such as prevails in modern industry), makes one a fraction of an individual only, in personal, domestic or civic relations. There is such a thing as fitting a man to live, as well as training him to earn a wage." (Richard G. Boone). "It is not book learning young men need, nor instruction about this and that, but a stiffening of the vertebrate that will cause them to be loyal to a trust, to act promptly, concentrate their energies; do the thing—carry a message to Garcia." (Elbert Hubbard).

Since these statements strike directly at the fundamental principles of a very important part of the educational work carried on in this State, it is worth the time of California's teachers to examine them carefully before accepting them. We face the dilemma of refusing to admit the applicability of the quotations to

our conditions or of acknowledging that many of the most progressive and industrious of California's teachers are utterly and absurdly mistaken in the central idea of their professional lives.

To examine the proposition it is necessary to inquire first, why we attempt to educate the youth of California; second, what we should teach; third, how we should carry out our part of the program to attain the maximum result with the greatest economy, both of the tax payers' money and of the still more valuable time and effort of our pupils.

Youth must be educated to fit the next generation and to produce and distribute the material necessities upon which physical life depends. This is the fundamental fact, for all else in civilization depends upon the adequate provision of food and shelter, clothing and transportation. John Dewey says, "Plato laid down the fundamental principle of a philosophy of education when he asserted that it was the business of education to discover what each person is good for, and to train him to mastery of that mode of excellence, because such development would also secure the fulfillment of social needs in the most harmonious way." Furthermore, education is necessary to assure the advance of science, art and philosophy, and it must be a conscious aim of our educational system to provide for these higher things.

What to teach should be considered in the light of the decision as to why we teach; if it is agreed that the primary object of education is to prepare the coming generation to support itself and to carry forward the torch of civilization, we decide that the first thing to be taught each individual child is his relation to society and his part in the common task. In details we may differ widely, but we must unite on the fundamental program of teaching first those things necessary to prepare each individual to carry his part of the load, to be a producer and not a parasite. As G. B. Shaw says, "No elaboration of physical or moral accomplishment can atone for the social sin of consuming without producing." Thereafter we shall pursue the minor objectives of education, inculcate the social graces, prepare for the wise use of leisure, the enjoyment of literature, nature and society; the advancement of art, of religion, of philosophy. We shall try to recognize individual aptitudes and refrain from spoiling a good dramatist to make an inferior blacksmith, and likewise avoid the (much more common) error of training a potential farmer into a poor imitation of a statesman or a minister or a butterfly of fashion.

As to how we can best perform our duties in relation to this program opinions must differ widely. The vocational teacher bases his methods upon his own concrete experiences in earning a living by actual, material production. The old jibe at pedagogues, "He who can, does; he who cannot, teaches," does not penetrate his armor, for his fundamental qualification (in one branch at least) is three years of successful work in the trade he teaches. His philosophy is in line with the statement of Dr. Charles W. Eliot, "It is high time that our teachers and leaders of the people understood that every civilized human being gets the larger part of his life training in the occupation through which he earns his livelihood, and that his schooling in youth should invariably be directed to prepare him in the best way for the best permanent occupation of which he is capable. In other words, the motive of the life-career should be brought into play as early and fully as possible."

More generous than the protagonists of the elder education who insist that every child must be taught the particular, abstract things which prepare for the university and a life of elegant leisure, the vocational teacher cheerfully admits the desirability of college preparation for some high school students, recog-

nizing that there is a definite need for vocational training in medicine, law, science, etc., to fit exceptional individuals to serve mankind in ways out of the ordinary.

It is an illuminating experience to investigate the number of entrants into high school who succeed in graduating, and the proportion of these who go on through the four years of college. Out of 100 high school freshmen from 70 to 90 drop out of school long before the end of the eight years, and, except for those who have received vocational education, go out to do the world's work pitifully unprepared. William T. Bawden, Assistant to Commissioner, United States Bureau of Education, says, "The number of these has been variously estimated by different authorities, but it can hardly be doubted that it is in excess of 75 per cent of all minors over 14 years of age."

Equally illuminating are the reasons why they leave school. Many quit because they cannot afford further schooling—they must help support themselves and their families. Some girls leave school to marry. Many of the remainder stop because they or their parents feel that the schools can offer them nothing worth their time and effort—that in a workaday world they will make better progress by working than by further study of science, history, languages and mathematics largely isolated from life and application.

Vocational education has a definite service for all these boys and girls. It gives to those who work a better and fairer opportunity to succeed; it prepares the girls for intelligent and effective home management; it keeps in school those whose ambition for the larger life of activity urges them to "learn by doing." And it serves both pupil and teacher by supplying the motivation that leads to accomplishment and by giving the fundamental discipline which comes from willing participation in useful work.

It is not to be thought, however, that a proper scheme of vocational education would neglect and abandon cultural subjects and those which make for enlightened citizenship. It is specified in both Federal and State publications on vocational education that instruction in citizenship must be included in every vocational program; as much time is given to science, literature, etc., as remains after meeting the requirements of occupational training. Furthermore, within the vocational courses themselves, much attention is given to such subjects as English, Mathematics, Science and

Art as applied in the life of the worker, and these subjects share in the vitalizing influence of the vocational motive.

To the contention that vocational training divides society into non-cooperative classes to the detriment of good citizenship, it may be replied that the essence of cooperation in a society lies in differentiation of functions. A community composed 100 per cent of physicians, for instance, may be compared with one containing representatives of all trades and professions; in the latter community every individual serves all the others; in the former no such cooperation is possible. Furthermore, the skillful, vocationally educated worker is, by reason of his training, more effective than an unskillful worker as a member of a cooperative society.

If, on the other hand, the criticism is based on the physical separation of vocational from non-vocational classes in school, and the attitude of disdain toward useful work sometimes manifested by the children of the rich and by a few degenerate teachers, the remedy lies not in depriving the future workers of their chance for proficiency and independence, but rather in proclaiming and living up to the ideal that every human being owes the world a life of useful service and must be trained to render

that service. There is no reason for "segregating" vocational pupils from others any more than for "segregating" students of Latin from students of Chemistry; if any school is so blind to its duty towards society as to put all its stupid pupils into vocational classes and to train all the intelligent ones towards lives of merely ornamental value, it defies both the spirit and the letter of State and Federal vocational regulations and puts itself outside the scope of this discussion.

In conclusion, the vocational idea includes a well-rounded series of studies carefully laid out in the light of certain objectives. The ends sought include enabling the pupil to support himself and his dependents by honest, efficient, productive work; to make of him a useful, intelligent citizen; to give the capacity to enjoy and appreciate nature, science, literature and humanity. This is a big program and it calls for the cooperation of all educators if it is to be carried out successfully. Vocational teachers, more than any others, will welcome and profit by suggestive criticism of its aims and methods, but they can only regret the narrow and prejudiced denunciation which sometimes falls upon it from those ignorant of its meaning and unsympathetic with its ideals.

NATIONAL EDUCATION ASSOCIATION 1922 MEETING

MARY F. MOONEY

San Francisco, California, State Director, N. E. A.

NEITHER the threatened railroad tie-up nor the continuous rain of the first few days had any appreciable effect on the sixtieth annual meeting of the National Education Association, held in Boston, July 2-8. Eight hundred six officially accredited delegates were seated. The almost 100 per cent increase over the attendance at Des Moines is significant of the growth of the Association in numbers and of interest in its deliberations.

Much interest had been aroused in the professional enrollment contest. Utah received the banner for the greatest percentage of enrollment in the National Education Association. The banner for the greatest percentage of enrollment in a State Association was won by Wyoming. Hawaii received a trophy for showing the greatest activity in professional enrollment in the territories.

As a natural consequence of her well-established State and local organizations, California was well represented. Forty-nine delegates

represented the State Association and seventeen local Associations. Twenty-three of these crossed the continent in one party.

The charm, poise and ability shown by Miss Williams in presiding contributed much to the pleasure of attending. The ease with which the program glided along, pointed to a fine organization in supporting committees.

Following the usual custom, the program was divided into five general meetings, three business meetings, and meetings of departments and affiliated Associations. It would be useless to try to cover, even very sketchily, the discussions at these meetings. The central theme was, "Education and the Democratic Awakening." Many able speakers contributed toward its successful presentation. Among them were W. G. Cove, President of the National Union of Teachers of England and Wales; Henry J. Ryan, Chairman of American Legion Committee on Education; Frederick J. Libby, Executive Secretary for the National Council

for the Reduction of Armaments; George D. Strayer of Teachers' College, and Will H. Hayes, Director of the National Association of Motion Picture Producers and Distributors of America.

Aside from the general sessions, there was a notable strengthening in several departments. The Department of Elementary Principals held three department meetings and participated in a joint meeting with the Departments of Classroom Teachers, Elementary Education, Kindergarten Education, and the National Conference on Educational Method. The Department of Superintendence has grown so that it is now to have a full-time secretary. S. D. Shankland will be the first to hold that office. The Department of Classroom Teachers reorganized under the National Education Association By-Laws as amended at the Des Moines meeting. Its development promises to be of great interest. It holds the bulk of the Association memberships. Through its numbers it has a problem not met in other departments, but judging from the Boston meeting, a solution will be found that will satisfy the best professional standards.

The California Teachers' Association maintained state headquarters at Hotel Lenox during convention week. The regular business meeting of the state delegation was held Monday, July 3, at 5 p. m. Forty-four delegates were present. The meeting organized with the State Director presiding and Miss Henrietta A. Johnson of Oakland acting as Secretary.

The State Director was instructed to express the appreciation of the delegation for all courtesies extended to it. This was to include Mayor Rolph of San Francisco, who provided the headquarters with a "Bear" flag; the circulation managers of the Los Angeles Times, the Oakland Tribune, and the San Francisco Chronicle, who forwarded their respective papers to Boston; Supervisor Margaret Mary Morgan of San Francisco, who provided the delegates with most attractive badges; Mr. R. F. Webb and the San Francisco Tourist and Convention League, who supplied California poppies; the traffic representatives of the various railroads for courtesies extended en route; and Mr. C. S. Young, who surprised the headquarters with a beautiful bunch of roses.

The following were elected to serve on N. E. A. committees:

Nominations—Miss Ellen Patton Stockton.

Resolutions—Mrs. Susan M. Dorsey of Los Angeles.

Credentials—Miss Ina Shafer of San Diego.
Necrology—Mrs. Eugenia West Jones of Los Angeles.

The Nominating Committee member was instructed to name Mary F. Mooney of San Francisco, the incumbent, as State Director for the coming year. It was also decided to ask that Miss May Wade of Berkeley be named a member of the National Council of Education. The meeting then adjourned until Tuesday to afford an opportunity for investigation before expressing a preference for an N. E. A. presidential nominee. At the adjourned meeting it was decided to support the nomination of Mr. William B. Owen of Chicago.

At the general business session on Friday, Mr. Owen was elected President of the National Education Association. Miss Charl O. Williams of Tennessee, the retiring President, will serve as First Vice-President. Miss Cornelia S. Adair was re-elected Treasurer.

Presuming to condense the long and important outline of policy into a single statement, one might say that President Owen proposes to dedicate his term of office to the task of awakening the American people to the present problems in education and the need of a definite program for their solution.

Largely through the efforts of Mrs. Emma L. Dacre of San Francisco and Fred M. Hunter of Oakland, and Mr. R. F. Webb of the San Francisco Tourist and Convention League, the Board of Directors tentatively selected Oakland-San Francisco for the Association's 1923 convention. An international conference, under the auspices of the Foreign Relations Committee of the N. E. A., in which forty-five nations are expected to participate, will be held in conjunction with the 1923 meeting.

The conclusions of the convention are embodied in the report of the Resolutions Committee. In it was reasserted the principle that public education is a matter of national concern. The need for teaching respect for law and order, and training in American citizenship was stressed. Need for permanent tenure, retirement salaries, the raising of educational standards, well-trained teachers, the single salary schedule, and better educational opportunities in rural districts, was emphasized. Congress was asked to establish a Board of Education for the city of Washington, and in all acts providing Federal aid for education, to place Hawaii and other territories on the same basis as States. The bill which would remove the education of the foreign-born from

the charge of the Bureau of Education and place it under the Naturalization Bureau was opposed.

No one who attended the Boston meeting can doubt that the delegate plan of organization is a success. The business sessions clearly demonstrated that fact. It was very evident that the officers were filled with a sense of responsibility. Attendance was apparently 100 per cent. Members came on time and they stayed until adjournment. How those delegates stayed! This was marked in committee and department meetings as well as in the Delegate Assembly. Lunch hours and dinner hours, social affairs and personal matters were ignored in a determination that the work of the convention should proceed to a dignified conclusion.

And after all, is not this the really big accomplishment of the National Education Association meeting; to bring together more than 800 delegates, acting for more than 100,000 members of the teaching profession, conscious of a common ideal, inspired with a desire to find a means of reaching it, and filled with a determination to stay with the problem until it is solved?

DELEGATES FROM CALIFORNIA

to the

SIXTIETH ANNUAL MEETING OF THE NATIONAL EDUCATION ASSOCIATION

Boston, July 2-8, 1922.

CALIFORNIA Teachers' Association (At Large):

Mabel Boggess (San Francisco), Assistant Secretary California Teachers' Association.
Mary F. Mooney (San Francisco), State Director, N. E. A.

California Teachers' Association (Bay Section):

Elizabeth Arlett (Oakland).
Fred M. Hunter (Superintendent City Schools, Oakland).
Henrietta Johnson (Oakland).
Alice R. Norton (San Francisco).

California Teachers' Association (Northern Section):

Alice E. Dipple (Folsom).

California Teachers' Association (Southern Section):

Susan M. Dorsey (Superintendent City Schools, Los Angeles).
Emily M. Pryor (South Pasadena).

Alameda County Educational Association:

Alice Orne Hunt (Alameda).

Berkeley Teachers' Association:

May C. Wade.
Lora G. Rush.
Lucy E. Sanchez.

Fresno School Women's Club:

Nellie Gray Borden.
Lillian M. Hawkins.
Mary C. Orr.

Glendale City Teachers' Club:

Carrie M. Noble.

Long Beach City Teachers' Club:

H. H. McCutchan.

Los Angeles City Teachers' Club:

Laura B. Bagley.
Kate S. Batty.
Ida Christine Iversen.
Eugenia W. Jones.
Margaret H. Smith.
Edith Thomas.
Alice Wardell.
Lillian Whiting.

Los Angeles High School Teachers' Association:

Viola M. Joos.
Laura G. Smith.

Oakland Principals' Club:

E. W. Kottinger.

Oakland School Women's Club:

Joyce E. Lobner.
Margaret T. Maguire.
Lulu Shelton.
Marguerite Vineyard.

Oakland Teachers' Association:

Della M. Atkins.
Bernice Baxter.
H. D. Brasefield.
Lucile Cleland.
Edgar E. Muller.

San Diego Teachers' Association:

Ina Shafer.

San Francisco Grade Teachers' Association:

Emma L. Dacre.
Carrie E. Daly.
Bessie Carmichael.
Esther A. Leonard.
Emma W. Maland.

San Francisco Principals' Club:

Kate E. Brogan.

Santa Ana Teachers' League:

W. M. Clayton.

Santa Barbara City Teachers' Club:

Mylitta Morris.

Santa Clara County Teachers' Association:

Cecelia Carmichael (San Jose).

Stockton Elementary Teachers' Association:

Ellen M. Patten.

OTHER CALIFORNIANS IN ATTENDANCE

Other Californians in attendance, or former Californians who called at headquarters were:

Mrs. Lewis Kennedy Morse (Edna Rich), (formerly of Santa Barbara).
Lena Anderson, San Francisco.
Emma J. Onyon, San Francisco.
Genevieve Carroll, San Francisco.
May Helen Keany, San Francisco.
Frances E. Jackson, Glendale.
Ruth E. Wooster, San Jose.
Dr. and Mrs. Geo. J. Lund, Los Angeles.
Gertrude N. Whitton, Oakland.
Dr. Alvin Powell, Oakland.
R. C. Hamilton, San Francisco.
A. H. Morosco, Los Angeles.
Beulah M. Hartman, San Bernardino.
Helen L. Haskell, San Bernardino.
Sara A. Crookshanks, Los Angeles.
Mr. and Mrs. E. J. Luckley, Los Angeles.
Mrs. Beatrice C. George, Pasadena.

Ida M. Waste, Glendale.
 Mrs. M. O. Ryan, Glendale.
 Mary Ramona Bean, Los Angeles.
 William Commons, San Jose.
 Margaret McGraw, San Francisco.
 C. S. Young, Los Angeles.
 Marjorie Adams, Biggs.

Florence E. Gould, Oakland.
 Mr. and Mrs. R. R. McMasters, formerly of
 San Jose.
 W. S. Stone, Sausalito.
 Gertrude E. Allen, Oakland.
 Bertha R. Steeves, Berkeley.

THE BOSTON MEETING OF THE N. E. A.

JAMES HERBERT KELLEY,

Executive Secretary,

Pennsylvania State Education Association.

THE sixtieth annual meeting of the National Education Association convened at Boston July 2-8, 1922, with 806 properly certified delegates to the representative assembly, an enrollment of above 9000 and an attendance of approximately 12,000 persons actively engaged in educational work. Early in June the membership in the N. E. A. was 112,500. During that month the membership increased 2000. The membership at the time of the Boston meeting was above 116,000, making our Association even larger than the National Union of Teachers of England and Wales, which heretofore had been the largest professional organization of teachers in the world.

During the presidency of Miss Charl O. Williams the membership in Massachusetts jumped from 2000 to 9000, that in Tennessee and California more than doubled, bringing the membership in the latter up to 9000. New York jumped to 10,000, closely followed by Illinois, with some 9000. These increases are typical of the various States and Territories. The N. E. A. membership in Pennsylvania is 5435.

Utah won the blue banner as first in per cent of its teachers who are members of the N. E. A. Wyoming received the red banner offered to the State having the largest per cent of its teachers members of the State Association, and Hawaii captured the white banner awarded for the largest membership in the Territories of Alaska, Hawaii, Philippine Islands, the Canal Zone, Porto Rico and the Virgin Islands.

The programs of eight general sessions and the forty-one departments, as worked out by Miss Williams, centered around the theme: "Education and the Democratic Awakening." W. G. Cove, President of the National Union of Teachers of England and Wales, at the opening program July 2, gave a comprehensive view of the new education required to meet new conditions. Other programs dealt with the

"Professional Training of Teachers," "Educational Policies and Ideals," "Improvement in Rural Life and Education," and "Intelligent Citizenship and Qualities of Leadership."

While a number of old wheel horses appeared on the various programs, there was a liberal sprinkling of men and women not nationally known. This introduction of new blood added an element of expectancy which, on the whole, proved highly satisfactory. The meetings were well attended, many people experiencing difficulty in securing even standing room at the programs in the Boston Opera House and Loew's Theatre.

More exhibitors displayed their wares in Mechanics' Hall than at any other meeting of the N. E. A. The exhibits were of high merit and claimed their share of the attention of all, some finding it difficult to tear themselves away from the many concrete and visualized means of better education.

The representative assembly, under the master hand of Miss Williams, functioned admirably. Every one felt that individual rights, even of obstructionists, were safeguarded. The business of the Association was dispatched satisfactorily and rapidly.

William B. Owen, President of the Chicago Normal College, Chicago, Ill., was elected President for 1922-23; Miss Charl O. Williams, Memphis, Tenn., ex-officio First Vice-President; Cornelia S. Adair, Richmond, Va., was re-elected Treasurer; Dr. H. W. Dodd, President of the Pennsylvania State Education Association, Allentown, is one of the eleven Vice-Presidents, and James Herbert Kelley, Harrisburg, was elected State Director for Pennsylvania.

The Board of Directors took a preferential vote on the invitations for the 1923 meeting. The result was as follows:

| | |
|-----------------------------|----|
| Oakland-San Francisco | 20 |
| Seattle | 11 |
| Indianapolis | 6 |
| Detroit | 3 |

The final selection of the place of meeting rests with the Executive Committee.

Not all of the fireworks were displayed July 4. Two sets were reserved for the closing session, July 7: one by the Department of Classroom Teachers, who adjourned on the preceding day without electing officers after defeating three motions to adjourn for that specific purpose; the other by the enemies of public education who honeycombed all meetings of the Association with propaganda against the Towner-Sterling Bill.

Acting under constitutional provision, President Charl O. Williams ordered a meeting of the Department of Classroom Teachers and designated the President-elect to address them. When they assembled, pandemonium reigned, but President Owen told them that no business would be transacted until they became quiet enough to proceed in a parliamentary manner.

He stated further that nobody would be allowed to "put anything over" and that no action would be taken until "all the cards were on table." The Department elected their officers in an orderly manner.

Judging from the noise made by the enemies of the Towner-Sterling Bill, one would have thought that the entire urban center of Boston was unalterably opposed to the national Government's recognizing its responsibility for the education of its citizens, but after splendid appeals by Thomas E. Finegan and George D. Strayer, and after the purging of the representative assembly of interlopers by President Williams, a rising vote on the resolution to endorse again the Towner-Sterling Bill revealed but four opposing votes, all from the Massachusetts delegation. Thus, again, the N. E. A. by "almost a unanimous vote" approved the creation of a Department of Education with a Secretary in the President's Cabinet.

WHAT ABOUT SCHOOL LEGISLATION?

MARK KEPPEL

President California Teachers' Association

DOUBTLESS there are hundreds of changes which might be made in the school law of California with advantage to the schools, but so large a program is impossible. A few vital forward steps each biennium seem the limit.

Everywhere educators are considering which changes are most necessary now. There is a great wave of disobedience to law and much of it is due to the example of those who ignore, break, and trample upon the law. Educators are duty bound to set an excellent example. They must obey the law, even though it is antiquated and cumbersome. The law governing purchasing and building is perhaps the most troublesome of all, and compels school boards to waste more money than all other laws combined.

If school boards could construct new buildings by day's labor they could save at least 15% of the money now spent in building, due to the so-called competitive bidding system now required.

There are functions which school boards must perform which would be less costly if there were a simple and easy way for one district to render educational service for another. This is especially true in Manual Training and Domestic Science and Art Work. Each

elementary district having six or more teachers must teach those subjects and a costly plant and equipment are necessary. The plant of one district might serve several if there were only a legal warrant for it. Perhaps, it ought to be said frankly that this sort of thing is being done now in numerous places in spite of the law. Doubtless some will oppose the proposed law because they deem it needless, because they are doing the work in spite of the law. Anarchy in education fruits inevitably in disorder and crime in society.

There are large sums of money on hand in county treasuries in the shape of school balances. Probably the school balances in the whole state never fall below \$20,000,000 and often exceed that sum. There is now no law whereby school funds may bear interest instead of lying idle in the treasury; such a law would make it possible to save at least \$500,000 yearly.

California has far too many school districts. Some believe that 58, one for each county, would be ample. Others, and perhaps the larger portion of the people, believe that a large reduction is possible and desirable but that the county unit is not possible, not desirable.

In many places High School districts should

be the unit and would be if the people had an opportunity to decide it. Likewise some county or counties might adopt the county unit if it were legally possible to do so. San Francisco City and County is a county unit. Surely there ought to be a law whereby each High School district might be the school unit if the people desired that condition. If such a condition prevailed now, there would be fewer than 400 school districts and at least \$1,000,000 of the school funds now wasted for overhead would be saved and used to advance education instead of running machinery. Likewise there should be a permissive county unit law, and both of these laws should be simple and easily applied.

The retirement salary law needs to be perfected. No doubt there will be a great battle

over this. The operation of the law could be simplified greatly without injury to anyone and much to the advantage of the government. The fund must be put on a basis that will be sound actuarially, and every teacher who puts money into the fund should receive that money again, either as a retirement salary, a refund, or as a payment to his estate. It is wrong morally to take any one's property without giving a return therefore.

The tenure act needs to be strengthened and clarified, but both the tenure act and the retirement salary act must be maintained. Whatever is done with respect to those two laws must not be backward steps. The ground won by long years of effort will not be given up willingly by those who desire the best for humankind.

THE STAMMERING FIELD OUTLINED

ERNEST THOMPkins

Pasadena, California.

THE OLD PARTY

AGE—The old party is older than history, as far as its conventions are concerned. Numerically it embraces most of those who devote attention to stammering. It has at least two strong organizations in the United States; and is predominately influential with practically all agencies which deal with stammering, such as the popular and educational press, universities, philanthropies, and especially the public schools, in which it has gained a strong hold within a few decades.

Theory—The old party is in agreement as to theory only that the disorder is a disease or deficiency of some kind. May Kirk Scripture, in *The Quarterly Journal of Speech Education* for April 1922, gives twenty-one conflicting views of the nature of the disorder, and quotes John Madison Fletcher to show that the question is one of confusion. Among the theories are psychosis, neurosis, amnesia, asthenia, and so on.

Practice—The efforts of the old party are devoted almost exclusively to cure. It holds either that there is no outgrowth or that it is insignificant; and in connection therewith attributes the scarcity of stammering among girls to immunity. It supports the heredity view, and believes that at least some stammering occurs at the beginning of speech.

Method—"Teaching to talk" is the mainstay of the old party. This generally includes re-

spiratory and articulatory exercises; although the sing-song, and the accented vowel methods are also used. Recently there have been added to these treatments, manual exercises, psychoanalysis, adjustment of the patient to his environment, and similar methods.

THE NEW PARTY

Age—Eight years is about the age of the new party. It is revolutionary as to theory, practice and method; and, probably on that account, is almost unknown except to the readers of technical discussions of the subject. About its only influence, so far, is with the medical press, which has given it considerable space.

Theory—There is only one theory in the new party, which is the speech-interference theory of Dr. Albert Liebmman of Berlin, Germany. According to this theory the child's speech is interrupted by an accident or incident—say a fall or a convulsion—and the child makes conscious efforts to talk, thereby interrupting its speech by holding its mouth open or closed, holding its breath or other stammering actions. Reproof or ridicule is attracted, and the child continues to "try" to talk in order to avoid further embarrassment, not knowing that by that "trying" it makes its difficulty.

Practice—Prevention and earliest correction is the aim of the new party; its contention being that the whole disorder—except for spo-

radic cases—may thereby be abolished, whereas the tenacity of the affection makes cure inefficient and quick cure impossible. It claims that the girls contract stammering as much as the boys, but recover because they refrain from indulgence in it and because they do much spontaneous talking; and claims that all the rest of the stammerers would recover if they did the same. It denies stammering at the origin of speech, and also denies inheritance of it.

Method—Desistence from stammering and cultivation of spontaneous speech are the two principles for recovery. For incipient cases, desistence alone is advocated; but for chronic

cases active encouragement of the automatic speech is desirable for hastening the recovery. "Teaching to talk" is considered to be "teaching to stammer," since it inculcates conscious speech efforts, which, according to the theory, produce the impediment. According to the new party, the stammerers' recitations should be written, because the oral exactions in school both deprive them of their natural recovery and also intensify the affliction; and this party further contends that condemned treatments (exercises are condemned by Drs. Miller, Reed, Prideux, Liebmann and others) should not be used in the public schools—at least until their use is fully justified.

TRAINING THE BOY FOR THE VOCATION HE BEST FITS

NICHOLAS RICCIARDI

President California Polytechnic School, San Luis Obispo

MORE and more the public schools are assuming the responsibility of guiding and training boys for the vocations they best fit; but to render most effective service the schools must have the intelligent cooperation of parents, and the teachers must take the initiative in establishing relationships that will result in the heartiest parent-cooperation.

To render intelligent cooperation the parents must at least have information regarding the kind of training that their boys may take advantage of before leaving school to go to work.

The kind of cooperation which parents can give the schools when their boys want to leave to go to work, without the training required to fit them for specific vocations, is very clearly and definitely brought out in the following conversation between father and son:

Son: I want to quit school, Dad.

Father: What do you want to do?

Son: Go to work.

Father: Go to work at what?

Son: I don't know.

Father: How much do you think you can earn?

Son: I don't know.

Father: How much would you like to earn?

Son: About a hundred dollars a month.

Father: Do you think you are worth that much?

Son: I think so.

Father: At what?

Son: Oh, anything.

Father: Well, is that your ambition—to do anything? Don't you want to learn to do some

one thing well—to stand out as an expert in some one line? That is really what you want to do, isn't it?

Son: I think so.

Father: Well now, just what would you like to do?

Son: I don't know.

Father: Don't you want to go to college some day?

Son: I don't think so.

Father: Are you sure?

Son: Pretty sure.

Father: Would you be satisfied with a one hundred dollar a month job the rest of your life?

Son: I don't know.

Father: Now, that is the whole trouble with you, Jack—You don't know—and of course the sensible thing to do is to find out.

What you want is the chance to find out for yourself what you want to do and you certainly don't want to go to work until you do. You are not quite ready, Jack—you are not being fair to yourself by going to work now. I don't object to your going to work but I want to give you a fair start. You will queer your whole life by going to work now because you are not ready.

Now let's think it over together and see what is the best thing to do.

How would you like to go to a school where you can try yourself out; where they have a carpenter shop, a machine shop, a forge shop, an auto shop and an electrical shop; where they have a real farm, with modern machinery, mighty good cattle, fine hogs and sheep and

fine horses; where they have a real dairy—milking machines, creamery, nurseries and fine orchards?

In such a school you can find out for yourself just what you like best—just what you are best fitted to do and get the training you need for the work you want to do. Now, isn't that far more sensible than going to work now without knowing what you can best do—what you would like best to do—and without the training you need to succeed in what you want to do?

If you don't like such a school, Jack, after you have given it a fair trial, and you still feel that you want to go to work, I will help you get a job. That is fair enough, isn't it?

What boy wouldn't yield to such a father's argument? Yet how many fathers talk to their boys in such a manner when their boys confront them, determined to leave school?

That is the greatest responsibility a father has to meet. How many meet it as successfully as the father just quoted? How many fathers know that California has the type of school described by the foresighted father? That school is known as the CALIFORNIA POLYTECHNIC SCHOOL and is located at San Luis Obispo.

The California Polytechnic School has a farm and school grounds which comprise 968 acres. With a farm of 936 acres, 450 of which are tillable and the remainder good rolling and mountain pasture, the School can offer a wide diversity of farming operations. The character of the soil varies from rich sandy loam to clay adobe, the skilful operation of which brings into practice many of the scientific principles of farming.

Training is offered for the prospective fruit grower and landscape gardener. Artificially heated hot houses provide opportunities for propagation work. Many thousands of young plants, including flowers, shrubbery and young trees are propagated each year in the hot houses and shade houses to be later set out on the grounds as part of the training program which is extended to include the care and management of the school orchards and vineyards.

A modern dairy barn constructed to give adequate training in dairying, fully equipped with modern milking machines and all modern equipment for the scientific care and handling of milk, affords excellent opportunity for the

best kind of instruction for the prospective dairyman. Dairy herds of over one hundred animals of pure bred Jersey and Holstein cattle, demonstrating the value of carefully bred and selected stock, are part of the livestock of the School. There is also a string of grade cows to show concretely what can be done towards increasing dairy profits by the use of cow testing and pure bred sires.

A fully-equipped Creamery is operated by the School to give training in butter, cheese and ice cream making. All the dairy products used by the School cafeteria are manufactured at the Creamery.

The beef, cattle and sheep unit was recently created. It consists of foundation stock of Hereford cattle and Rambouillet and Hampshire sheep. In selecting this stock, only the highest types of distinctively bred individuals were considered. The sire of the Hereford cattle purchased by the School was sold for \$10,000. The head of the Rambouillet flock was first in his class at the 1921 San Francisco Livestock Show. The Hampshire ram was first in his class and reserve-champion ram of the same show.

The poultry unit has many breeds of high class poultry and offers opportunities for a complete course in incubator work, brooding, feeding and poultry sanitation and management. In addition to the study of the breeds, an egg-laying unit of approximately 1000 hens gives the prospective poultryman exact figures of what he can expect from a poultry ranch under market conditions.

The hog unit is composed of the highest type Berkshire, Poland-China and Duroc-Jersey hogs, numbering about 150 animals. These animals have been carefully bred and all of the herds have been lately replenished with sires of the highest type. In addition to the training offered in the study of breeds and breed types, a commercial hog unit is in operation to show the student concretely what can be expected in pork returns from definite amounts of feed. All of the pork consumed at the School Cafeteria is produced by the hog unit.

Much of the work on the farm is done by draft horses of the Percheron and Clydesdale breeds. These animals number 25 head and offer excellent opportunities for the study of draft types. At the present time the imported stallion "Motif" grand champion of the San Francisco Livestock Show of 1921, heads the Percheron herd.

The School has well equipped auto, carpenter, forge, electrical and machine shops which are used effectively for try-out periods for the freshmen as well as for the regular courses.

Any boy or girl fifteen years of age or over with the mental capacity to do the work offered by the School will be admitted. No elementary or high school certificate is required, but the school reserves the right to determine whether or not the applicant has the required mental capacity.

No student is permitted to remain in school if the ratings he receives at the end of the first and second quarters indicate that he is not capable of doing satisfactory work.

It costs from \$350 to \$400 per school year, of nine months, to attend the California Polytechnic School. This estimate includes room and board and laundry at the dormitory, and meals at the Dining Hall on the campus, where service is at cost to the State.

THE PARENT-TEACHERS' ASSOCIATION MRS. HARRY J. EWING, San Jose.

THE California Congress of Mothers and Parent-Teacher Associations has truly a large sounding name, but its purpose is a large one—the WELFARE of the CHILDREN of our STATE. It is an organization composed of associations auxiliary to the public schools, and the membership is open to all of the parents, all of the teachers and all of the friends of the children. Can one imagine an organization more democratic than that?

The state was first organized in Los Angeles in 1900 and there has been a steady growth of interest in this cooperation between Home and School until now the roster shows 875 associations, with a total membership of 56,821.

The twenty-third annual convention of this body was held in San Diego, May 23-26, 1922, and was a true exemplification of the watchwords, HARMONY and HELPFULNESS. Most excellent local cooperation, inspiring surroundings, and the spirit of loyalty brought by the several delegates, made the convention one of both pleasure and profit.

The opening session, attended by 1500 people, followed a community supper, and the program was voted one of the best educational ones ever presented. Greetings were extended by Mayor Bacon, City Superintendent Johnson, County Superintendent Miss York and President Hardy of the San Diego State Teachers' College.

Governor Stephens and Superintendent Wood, both members of the State Advisory Board, made special trips down from Sacramento for this occasion and received ovations that genuinely voiced the appreciation felt for their active interest for all of the State's children. The subject, "The Responsibility of Parents," admirably portrayed by Principal Russell of the San Diego High School, and "Training the Boy for the Vocation He Best Fits," clearly explained by President Ricciardi of the California Polytechnic School, were a fitting climax to this splendid program.

The reports and addresses given during the subsequent days of the convention bespoke continued activity in this most worthwhile work. Totals showed that over \$150,000 was raised the past year by the P. T. A., this money all reverting back to the schools in providing more adequate facilities for both teachers and pupils, for this organization pays no salaries, their work is all a "labor of love," as Superintendent Johnson aptly expressed it at convention time. Aside from the financial assistance thus obtained, no teacher can hope to reach that degree of success and satisfaction always aimed for without the moral support of the parents.

In a really, truly child welfare organization, where only those problems are considered, is the teacher able to reach all of the parents and profit thereby, for the Parent-Teachers' Association is not a passing fancy or fad of the hour; it has come to stay so long as we have children.

ITEMS OF PUBLIC INTEREST FROM THE PROCEEDINGS OF STATE BOARD OF EDUCATION

WILL C. WOOD, Executive Secretary

OCcidental COLLEGE has been added to the list of institutions empowered to accredit graduates for high school certification.

By Commissioner Olney, a list of standardized secondary schools will be compiled, whose graduates may have admission to the State Teachers' Colleges without examination. The consideration will include high school housing, library, laboratory and general equipment, sanitary and hygienic conditions, playground space, pupils per teacher, standards of work, etc.

For purposes of conference on high school fraternities, the junior certificate and other matters of mutual interest to junior colleges, high schools and the Universities, the State Board has called a meeting of representatives of the three divisions immediately after the Superintendents' Convention (date and place to be fixed).

The Board authorized provisions allowing high school students to wear the "school emblem" when 280 points have been won—70 points each in physical, social and mental standards.

Bids have been invited for an elementary geography and elementary language books, to be in hand January 13, 1923.

A state-wide educational exhibit is in preparation for the State Fair to be held in Sacramento, September 2-9, 1922.

The applications of the seven Teachers' Colleges for permission to grant degrees on standardized courses are held under advisement for investigation and report.

Glenn H. Woods is authorized to prepare in outline a course of study in music; and provision for extension instruction for teachers of Music in service by a committee of which Mrs. Ray is Chairman and Mr. Woods a member, together with the organization of courses in the teaching of music in Teachers' Colleges.

Twenty-five retirement salaries of \$500 were granted, and eight under Section 14 of the law to disabled teachers. Approximately \$200,000 of the Public School Teachers' Retirement Salary Fund was invested in 4.5 to 4.6 municipal and school district bonds. A minimum school year of eight months is required toward the retirement salary, but the Board resolved that "teaching done before August 1921, be counted on a 5½ month minimum year."

In accordance with an opinion of the Attorney General, "teaching done outside the state will not be counted in the cases of disabled teachers," nor time taken in "leave of absence;" and that "supervisory, executive or administrative school work cannot be counted toward a disability retirement salary."

SANTA CLARA SCHOOLMASTERS' CLUB

SIXTY-SIX male members of the teaching profession made a pilgrimage to Gilroy on Saturday, May 6, for the quarterly meeting of the Santa Clara County Schoolmasters' Club.

President Brownell had provided a real repast of fried chicken and other things.

The principal speaker of the day was Governor Stephens, who reviewed the remarkable position of Education in the State of California. He stated that California was provided with the best buildings possible, it has the most adequate financial support, it employs the highest trained group of teachers and it gives to the people a school system that rates number one under the ratings put forth by the United States Bureau of Education. The Governor pointed out that California stood amongst the foremost rank in Immigrant Education, Part Time Schools and Vocational Training, which makes up a great system adequately supported by the people. The Governor's plea was for the continuance of this support and the maintenance of the system. The Governor was accorded a rousing applause and was greeted with "He Is a Jolly Good Fellow" song.

Glenn Woods, State Supervisor of Music, delivered an interesting talk on the "Waking of America Musically." He pointed out that while

we spend \$900,000,000 annually in America for Public Education, we also spend \$800,000,000 annually for Art, and that foreign countries receive the most of this money. Mr. Woods pointed out that practically all the great conductors, composers and soloists were foreign and that we in America were overlooking our opportunity in not developing the mass of wonderful material that we have in our state.

J. H. Rainwater, Boy Scout Executive of Santa Clara County, put over a plea and a message that was full of appeal to a group of school men. He pointed out that only one Boy Scout had appeared before the Juvenile Court out of a total of 795 boy cases, and that it was the duty and privilege of the school men to foster this great non-sectarian work.

An orchestra composed of school men added life to the party. Messrs. Hancock, Matthews, Sedgwick and Campbell constitute an orchestra without an equal. Roy Thompson's wonderful tenor voice pleased the audience with a series of vocal selections. Professor Jeffers led the community singing. Stunts and stories were under the direction of "Joe" Hancock.

A profitable worth-while day of good fellowship and instruction was enjoyed by the group of men who are directing a large part of the educational effort of the Valley.

SCHOOL BUILDING IN CALIFORNIA

IT is, of course, impossible, at this time, or at any time to make a statement with any completeness, concerning school building operations in California. Following the cessation of activities during and immediately following the war, the need for added school accommodations became acute. The public interest also, is noticeable throughout the state as in other states. The result has been an unprecedented program of new building and enlargements, in cities, towns and rural districts. Mention is here made of such as have been reported to this office.

Naturally, the outstanding incident of the summer's campaign was the endorsement by the voters of Los Angeles, 15 to 1, of a bond issue of \$17,400,000, for new buildings and sites. \$5,000,000 will be expended this year, and \$5,000,000 each succeeding year until the issue is exhausted. It means, for Los Angeles, four new high schools, four more junior high schools and additions to 25 other such schools, 97 new or enlarged elementary schools, and the purchase of numerous school sites.

Santa Rosa and 27 rural school districts in the adjacent region, by a ratio of 15 to 1, voted bonds in the sum of \$375,000 for a union high school, on a tract of 30 acres. Santa Barbara is working on a new high school to cost \$450,000. In May, Glendale approved a bond issue of \$600,000 in a union district including, besides Glendale City, Eagle Rock City, Tejunga, Monte Vista and La Crescenta. Pasadena is working on a program that contemplates an expenditure of \$1,340,000 voted by the citizens. Kerman will have a union high school building to cost \$150,-

(Continued on page 425)



FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

The Retirement Salary Law

REFERRING to my former statement, I sought only to arouse interest in what I conceive to be an injustice—the taking of money from those who can expect no benefit from its provisions to support a few favored ones. Taking honestly earned money from peoples' pockets without full returns is robbery, however committed. The only equitable solution of what is a difficult problem lies between two alternatives; that the state pension all outright who reach a specified limit of efficient service; or, such increase of salaries as would enable teachers to lay up something for their declining years. Maybe the pension paid should be determined by need, rather than length of service.

Keep the Doors of the University Open

ONLY a few days ago we heard a candidate for public office complain about the expenditure for governmental purposes and then straightaway suggest that the first place to begin to curtail would be found in the educational department, the idea being that our higher educational institutions were being crowded with students. He did not say that he would place a limit upon the number of students that would be taken into the State University each year, but that seemed to be what he had in mind. It may be true that many go to such institutions who are not capable of being benefited by such opportunities, but a limitation of numbers would not correct this difficulty, and it might result in depriving opportunities to many very worthy students. In a country like ours we cannot afford to close the door of opportunity to any deserving individual, and it can be said without fear of successful contradiction that the people are willing to provide the means so that no one need be denied the privilege of gaining all the education of which he is capable. The future of the nation depends upon such a policy being maintained.—James W. Mullen.

Mills College Scholarship

MILLS COLLEGE has established a scholarship that will enable one woman graduate of a California State Teachers' College, who is now engaged in teaching and who is doing successful work, to take up residence and further study leading to the Bachelor's degree, or, if desired, to the Master's degree, and also to general and special high school certification. If this scholarship impresses you as a good opportunity, we would be glad to have you give it as wide publicity as possible, in order to secure suitable candidates for appointment."

The Public and the Schools

"WE need to remind ourselves of a few basic considerations. In the first place, schools are established and maintained by the public in our democracy in order to accomplish certain work for the children of the nation better than the public believes this work can be otherwise done. Secondly, they depend ultimately upon the will of the people for every detail of their development, and maintenance.

What type of service they shall render, how they shall be managed, and in what amounts they shall be financed must finally be decided by the people. Their approval or disapproval on all fundamental matters quickly registers itself, and if their wishes are not heeded, decisive expression may be definitely expected at the polls. In light of these considerations it is evident that the public schools of any age or locality express approximately the dominant convictions of the people regarding what education should try to do and at what expense. Leading the public to provide such schools as are necessary and to meet the costs thereof is, therefore, a problem in broad, fundamental public salesmanship."—H. B. Wilson.

Correctional Care

THREE things are suggested by a juvenile court worker as fundamental in correctional institutions:

1. Care, custody and discipline should be, as nearly as may be, that which would be given by parents. Welfare of the child is the reason of the commitment.
2. Behavior of the child must be studied as a thing caused. Treatment or readjustment is a scientific process.
3. The child is an asset to the community and unless handicapped by irremediable mental or physical defect should be restored to the community.

Sunshine, fresh air, attractive surroundings, kindness, a balanced mixture of work and play—these things are no longer regarded as the crazy demands of sentimentalists. They are the surest means of transforming a "bad" boy or girl into a "good" one who can take an active and self-respecting part in the work of the world.

Dr. G. W. Cove, President of the National Association of Teachers of England and Wales, with 116,000 members, was a distinguished speaker on the program of the National Education Association of the United States at Boston this Summer. American schools are glad to honor the British defender of free education pleading before Parliament for "an adequate school system as the only sound basis of national well-being and prosperity."



EDUCATIONAL LITERATURE



The Educated Man

"THAT man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with care and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order, ready like a steam engine to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of Art, to hate all villeness, and to respect others as himself."—T. H. Huxley.

In 1950—What?

"EUGENE R. SMITH, through the Institute of Public Service, prophesies that in 1950, 'the school will become a laboratory and workshop rather than a filling station for information. The outside world will be brought into the schools, supplementing technical education material as a source of information, and the school will go out into the world of industry, business, commerce and government, making use of any place as a classroom if it has developmental possibilities. The school will then become a hive of industry, for it will use the natural interests and instincts of its pupils, will give them opportunities suited to their individual capacities and characteristics, and will make its work real experience, valuable not alone for the future, but also for its immediate effect.'"

A Hundred Things a Girl Can Make—By Bonnie E. Snow and H. B. Froelich. J. B. Lippincott Company. Pages, 147. Price, \$2.50.

It has long been the conviction of the writer that more constructive work should be done in the grades. In the higher classes it is too late to begin giving skill to the fingers or resources to the mind. To see art in the project to be undertaken, to be able to handle a variety of material, and to add to the artistic element that of commercial value, make a triple motive for this sort of work. In this book, felt, cardboard, wood, paint and needlework are all considered, with a genius of insight, a wealth of resource and a deftness of illustration that constitute a bit of creative art, merely as a piece of book-making. The text is clear and the directions easily followed. "A Hundred Things a Girl Can

Make" will be found suggestive, both educationally and as a guide to practice. As handwork for girls throughout the elementary grades, nothing better can be found. Moreover, it tends to a cultivation of the art sense while dealing with the very useful.

The Progressive Road to Silent Reading—By W. L. Ettinger, Edgar Dobbs Skinner and J. J. O'Reagan. Silver, Burdett and Company. Pages, 214, XVI.

This is number four of a series for Silent Reading by authors all of whom are connected with the school system of Greater New York, under the direction of Superintendent Ettinger. It is constructed for use in the Fourth Grade and is really a collection of literature chosen by experts. There are more than 60 selections of living merit. Madame Maeterlinck, Barrie, Mrs. Burnett, Charles Lamb, Thompson-Seton, Dickens, Grimm, Arabian Nights, Frank R. Stockton and a score of other sources all are drawn upon, for interest, habit forming and high ideals. Access to such literature by ten-year-olds tends to improve the breed. The selections, well-suited to Fourth-graders, will be found quite as interesting to succeeding classes who haven't had a chance at them. In a school library of mixed grades, whether in country or city, it would be much used as supplementary material.

Condensed Guide for the Stanford Revision of the Binet-Simon Tests—By Lewis M. Terman, Houghton Mifflin Company. Price, \$1.

Of all the standard tests, those to determine general intelligence are the most easily used by teachers and probably most useful. The Binet-Simon tests, because early in the field, are, perhaps, best known. The Stanford Revision of the system, suiting it to American standards, is thoroughly practicable. This is companion to the "Measurement of Intelligence," "Test Material" and "Record Booklet" by the same author. Along with his earlier volumes, "The Intelligence of School Children" and the "Abbreviated Filing Record," this guide and the related expositions become an excellent body of directions on intelligence testing becoming now so widely used. His abundant connections with school children and teachers had a rich supplement of contact with the army during soldier investigations.

Art and Education in Wood Turning—By William W. Klenke. The Manual Arts Press. Pages, 110. Price, \$1.40.

Mr. Klenke offers here a peculiarly effective study of the lathe as a fine art tool whose use is made a means of education. Construction work in both wood and metal has been so commercialized under the impact and clamor of in-

dustry, that such a book as this is gratifying beyond tempered commendation. It suggests the thing-beauty of the handcraft days when artists wrought, and usefulness was no bar to elegance, when fine art was handmaid to living. Every age has had its geniuses who could thus create, make the common things of life, feel this aesthetic appeal. The book presents a needed return to this ideal. It uses but one tool, the lathe, and the attendant implements. It is made with the middle schools, primarily in mind. The art reference is everywhere present. "Between two methods of procedure, the one being the method of the factory expert in wood turning, and the other the method of the art craftsman, in the school the latter has been employed. This is refreshing. There are paragraphs on shop equipment and tools, and a suggestive word on design; 26 wood-turning problems as so many construction units, accompanied by 39 plate illustrations and working drawings. Every school shop that has a lathe would find the book an invaluable guide and a stimulus of ideals.

Indian Hero Tales; Wonder Stories of the First Americans—By John Hubert Conyer. Pages, 248.

The Crack in the Dish and Other Fables—By Richard A. Clarke. Pages, 146.

Long-Ago. How They Lived in Britain Before History Began. Pages, 224.

Log Cabin Days. American History for Beginners—By Albert F. Blaisdell and Francis K. Ball. Pages, 137.

In the Green Wood—By Zoe Mayer. Pages, 157. These books are all from the Little, Brown & Company.

Among the little folks and even larger ones, the great interest in the childhood of other lands and other times is an insistent and universal one. The Indian is a picturesque character, particularly to Americans, scarcely less so the frontier life of childhood and the home, and the half-mythical tales and folk stories of the prehistoric times. In the hands of an artistic story teller, they often become real literature, not only stimulating to the imagination, but a spur to the understanding and the language sense. They serve to orient the child among his experiences, developing a personality and a recognition of his kinship with others, however different their circumstances. In a crude but very real way the story furnishes the framework for his thinking. They shape his mental attitude on the common problems of effort and purpose; and constitute the raw material which, through the years of his maturing is worked up into his habitual interpretations and ambitions. The ambitions change, surely, but the early impulses give them color and vigor.

Among the workers of whose endowments of skill one may be unselfishly envious is the teller of stories; the fine art of making other people and other times vital in one's own provincial experience. This is vicarious teaching of supreme quality. Any one who, himself knowing, is able by word or deed, to make his knowledge the cherished possession of another and spread

to many, is a great teacher. The Master was such a one. Edward Everett Hale's "Ten Times One" embodies the same lesson. But the transcendent artist among human workers is the story teller. Few men have the gift; many women do. But wherever found in high degree, in man or woman, the State might well afford to pension the gift for life that all might share in the overflow. In these stories, from Little, Brown & Company, the authors' pictures are vital, and one who had the imagination, though thousands of years after and half the circle of the earth removed, may yet sense their life, and see the people, our ancestors, work and loiter and wonder, and take their amusements, handle their simple arts, hunt and overcome and use the wild things of the forest or sea, follow their superstitions and comprehend something of the family life. All this and more has been accomplished in this recreating for childhood (almost equally provocative of adult interest) the ways of living and doing and loving and working into cooperative activities among the early historic and prehistoric men, the blood of some of whom must have lived in our ancestors, and hence in us. These are books both boys and girls will enjoy. Even the smaller children will enjoy the tales read to them. It is an excellent introduction to history—the being and achieving of people before history was. It is suggestive of numerous lessons by the teacher. Such literature one may well accept as among the preventions of waywardness.

Hygiene and Health—Book One. Pages, 209.

Physiology and Hygiene—Book Two. Pages, 355.

These are two volumes in the Hygiene and Health series, published by the Bobbs-Merrill Company. The authors are two University men, the former in medicine, the latter a well-known physiologist and educator.

Health, not athletic records, is made the objective in the teaching of both books. In the smaller text 30 short chapters cover a multitude of descriptions of conditions and activities and materials essential to health, and explicit directions as to their use. Growth, food, microbes, air and breathing; posture; the skin and its care; sleep, exercise, rest; the teeth, hair and nails; eyes and ears and their care; health habits, etc., are simply described, but very effectively.

Book Two is a more advanced, though still an elementary treatment of Hygiene and quite sufficient for any one not proceeding to higher classes. Indeed not until very recent years could any one, outside the medical school, have received so comprehensive and dependable understanding of human hygiene. It employs the conclusions of the best laboratories on conditions hygienic and sanitary translated into the untechnical language of the school and the home. It is a digest of first aid knowledge and habitual care. Here is all the physiology that the average citizen needs to know or can use to keep him physically fit and efficient. But its material is directly adapted for teaching and the fifty lessons cover an enormous amount of needed in-

formation for the young. For junior high schools it will be found particularly suited. "Interesting things to do" and thought-provoking "questions to answer" accompany each chapter. It is distinctly a text, though much of it reads like a story.

The Elementary Industrial Arts—By Leon Loyal Winslow. The Macmillan Company. Pages, 335.

In all efforts at vocational guidance, or educational guidance, or vocation training, a first condition for both student and teacher is a knowledge of the occupations themselves. Speaking generally, teachers have very imperfect knowledge of them, and most youth none at all in any detailed way. How can one be advised of the demands in skill or the opportunities for employment without acquaintance with the industrial situation? Familiarity with typical commercial products, how and where they are made, the kinds of skill, the processes of training for it, the public demand for the product, the industrial career offered and the personal returns in economic and life values that may be expected, are all to be taken into account in any consideration of industrial training. So much may be accepted in an investigation of the industries from the material side. And when one considers the great numbers of youth who go, and must go, into wage-earning employments early, this form of training is seen to be legitimate. Increased returns and hopeful contentment for the worker comes from trained skill. And so much the author would doubtless concede. But the book has a different purpose. Industrial study in the schools is regarded as yielding spiritual values, as having social, as well as material significance, as having possibilities as "a cultural study with emphasis upon the how and why of industrial operations combined with a real appreciation of industrial life." It is held that "the study of a particular industry (pre-vocational) should be approached from the standpoint of general education"; the aim being "to create in boys and girls a sufficient interest in and knowledge of things industrial to enlarge their ability to appreciate and enjoy the works of artist, mechanic and manufacturer." Here is a relatively new aspect of industrial training in the grades. Its end is to be education and not mere wage-earning skill. It regards enrichment of living not working only. It conceives an attitude of mind, not acquisition. The program for such a course is comprehensive; the value of the industry to man; its evolution; characteristics of excellence in the product; source of the raw materials; the processes involved; tools used; training of the workers; the uses of arithmetic, drawing and design; and the industry as depicted in art and literature. Readers will agree with the editor that here is proposed something that is unique in industrial education, not the less valuable occupational preparation because it offers a distinctly cultural program. In the 300 pages eleven different industries are studied in more or less detail. Book-making, pottery and concrete have major attention. If to these

be added textiles, glass and woodworking, two-thirds of the space is taken. It would be difficult to say which treatments are most stimulating to thoughtful interest and social insights. Closing each chapter are exercises for further study and suggested readings. Moreover, every industry has its draft upon literature—Franklin, Longfellow, Braley, Van Dyke, George Eliot, etc., fit settings to the studies.

A General History of Europe—By James Harvey Robinson and James Henry Breasted. Ginn & Company. Pages, XIV-667-XXXVIII.

A year ago there appeared in this magazine a review notice of a "History of Our Times," of which Mr. Robinson is the chief author, collaborating with others. This has kindred credit. Both bear the marks of the scholarly chronicler, of wise discrimination, an exposition from historical vision, and a conception of the significance of the long past of Europe as explaining many vital problems of the present day. As a text it is a ponderous book, but rich in content to correspond. Less than fifty pages are given to the thousands of years of primitive and developing institutions before Aegæa, Crete and Troy and their conquest by the Indo-European Greeks about the time of Saul and the rise of the Hebrew Kingdom. Somewhat more space is devoted to the Greek and Roman civilizations, their institutions and other culture, their achievements in the arts, their industry and political ideals. After a discerning sketch of the Middle Ages, comes an appreciative chapter on their little understood and often maligned, culture conditions—life and trade in town and country, the church and church architecture. Latin and the rise of the modern languages, the universities and learning, their literature and inventions and discoveries and geography. The rise and early constitution of the English Parliament and Renaissance Art. Taken in connections with the frictions within the church and the incident Protestant revolt, there is revealed a body of social and political more or less well established agencies without which Modern Europe could not have been what it became, whether better or worse; judged by our modern standards. More than half of the book, by pages, is devoted to the period since 1600.

There are two values to such a resume of world happenings and movements and achievements. If faithfully drawn, the literary story is seen as a word picture, and, measured by the slow movement of the race in its emergence from barbarism and beyond, the centuries of recorded history converge to a point, a unitary exhibit as of figures and scenery on a canvas to be viewed as one whole. So much of our knowledge is fragmentary that neither kinships nor causes are discovered, adding neither to one's understanding nor the production endowments of the mind. One needs some articulate view, however incomplete; the conception of the race's or a people's up-coming that shall be integral and intelligible. A second value of such a record and summary is derived from a recognition of the essential unity in time, as of

a stream that flows, unremitting forces that act as causes and are as operative today as in those vague yesterdays; that the institutions with which we are familiar are the inheritors of past institutions, and that these properly traced may be used to explain those. Neither governments, nor occupations, nor customs, nor learning, nor the arts are without antecedents. The study inspires to tolerance, not inaction as if nothing could be done, to universal standards of interpretation as opposed to the expedient and provincial. So approached world history becomes a culture instrument of supreme value. The pursuit of languages, literature, the sciences, the arts, each, pertains to a segment of the whole, important as an organic part, but interpretable only as one sees it in its perspective of race becoming. Beyond an acquaintance with one's own social and political institutions, every one, even with but limited intellectual equipment, has need of a panoramic view of world history, the more or less tortuous way by which we have come, something like a motion picture, of color and action—but a picture, not isolated pick-ups. Otherwise one's intellectual possessions of every sort are fragmentary, lacking the completeness of a comprehensive inventory, even. A good general view invites to particular views which then become significant, as any recognized force points to its effect. Every one, even the expert in a corner field, needs, for his own sanity, to have a view of the whole of which his own estate is a part; as the biologist or chemist in science; the physicist, in all quantitative studies and graphics; the plastic artist in anatomy; the critic in linguistics. So the historian of a period must see the inclusive whole. The layman in each of these and other domains, who is not, and cannot be an expert in the knowledge of any one, can not yet afford to be ignorant of the general scope of biology, or chemistry, or physics, or mathematics, or graphics, or anatomy or the functions of language. So, in history the sketch of the whole is important as giving a standard of judging experience. The outline, even, sketching fundamental happenings only, and achievements traced, expands the horizon. To some such end Robinson's History of Europe looks—an articulate story tying its successive periods and movements together to the profit of the general reader, and as a chart for the student. The recital and commentary are so authoritative that they call for no specific commendation. The book is beautifully and profusely illustrated and the text re-enforced by maps and charts. In authoritativeness and presentation it carried its own credentials.

Six Orations of Paul. Introduction and Comments on Text. By E. P. Clarke, President of the California State Board of Education. The Harr Wagner Publishing Company. Pages 56.

Mr. Clarke, who is a student of scriptural writing, has made an exhaustive study of the Orations of Paul. He has set forth in this book

under several chapter headings the substance of the utterances of Paul, reflecting his life and work. Some of these chapter headings are: Paul Declares Jesus the Messiah; Paul at Mars Hill; Paul Stills the Jewish Mob; Paul's Defense Before Agrippa. There is a frontispiece giving a view of Mars Hill and the Acropolis at Athens together with a full page map of the country covered in Paul's missionary journeys, with notes accompanying same. In his foreword, Mr. Clarke asks "We study the orations of Cicero, why not those of Paul?" Any serious-minded student or teacher would say, there is even more reason to use these than those. For clearness of statement, compactness of argument, rhetorical finish, and stimulating appeal, the Pauline Oratory is more fitted to our modern and especially American mental and moral standards of platform address than Cicero's even, great as they unquestionably are. Mr. Clarke has made a distinct contribution.

BOOKS RECEIVED

The Page Company.

A Little Gardening Book for a Little Girl. A charming story of the garden and its simple management, the vegetable garden and the flower garden.

Our Little West Indian Cousin. By Emily Goddard Taylor. Five stories of child life in the Barbados.

The Four Seas Company.

Practical Study of French Pronunciation. By Louis Tesson. A book of the Natural and Rational Method; very small, but 70 pages, but comprehensive of fundamentals.

Funk and Wagnalls.

French Grammar Made Clear, by a Paris Professor, Earnest Duinnet, but prepared for use in American schools. Includes directions on French pronunciation, grammatical terms and the nine parts of speech in their order. Half the book is given to the French verb.

The Macmillan Company.

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Everyday Classics. Second Reader. Baker and Thorndike. A carefully worded series of readings, a happy book of old and accepted literature.

A Boy's Life of Booker T. Washington. By W. C. Jackson. A masterpiece of biography of one of the great men of the country and of all time without regard to race or opportunities for culture.

Ginn and Company.

A teacher's Manual to accompany the Field Primer and First Reader. Outline of Elementary Phonetics. Very complete.

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- 18853 { (1) To a Humming-Bird (2) Elfenspiel (3) The Witch (4) March of the Tin Soldiers (1) Knight of the Hobby-Horse (2) The Clock (3) Postillion (4) Peasants' Dance } Victor Orchestra

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- 18886 { (1) Sing, Bluebird, Sing (2) The Butterfly (3) Robin Redbreast (4) Raindrops (5) Pussy Willow (6) The Woodpecker (7) Jacky Frost } Alice Green

- 18887 { (1) The Wild Wind (2) The Rainbow (3) Happy Thought (4) Now it is Spring (5) Twinkle, Twinkle, Little Star (6) The Dolly (1) God Loves Me (2) A Christmas Lullaby (3) Evening Prayer (4) Praise Him (5) The Child Jesus } Alice Green

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NOTES AND COMMENT

Mr. Daniel Starch, after long investigation, concludes that the wide range of abilities of school children may be known with some certainty. He has constructed a table of probabilities for pupils in the elementary grades, as follows:

| | |
|---|----------|
| Retarded | |
| Advanced | |
| beyond | |
| ability | |
| 1% of pupils could finish 8th grade in | 4 years |
| 2% of pupils could finish 8th grade in | 5 years |
| 9% of pupils could finish 8th grade in | 6 years |
| 20% of pupils could finish 8th grade in | 7 years |
| 33% of pupils could finish 8th grade in | 8 years |
| 21% of pupils could finish 8th grade in | 9 years |
| 9% of pupils could finish 8th grade in | 10 years |
| 2% of pupils could finish 8th grade in | 11 years |
| 1% of pupils could finish 8th grade in | 12 years |

It will be noticed that, if this estimate be reliable, the average course of study is prepared and administered for the 33 per cent constituting the second group; that too little is expected from the first group, and too much from the third. Teachers and principals of California schools, how do your estimates agree with this?

In the May issue of this magazine may be found a reference to the extra drain made upon the schools by the repeaters. It was noted that the added expense for the United States is probably \$70,000,000. Now comes an estimate of State Superintendent Wood for California. He concludes that approximately 10 per cent of the pupils fail of regular promotion, and must be "retaught" for one or more terms; which means for California an added expense of about \$7,000,000. This is an enormous sum which is entailed by bad organization or unintelligent teaching, or both, and seems such a needless waste of the taxpayer's money, of the child's time and the teacher's efforts that some way should be found to stop the leak.

In a city whose teacher salary list amounts to \$8,000,000, the loss from ill health among regular teachers called for \$150,000 for substitutes. If to those of such reduced strength as to require temporary absence, there be added the many who struggle on poorly-fitted for alert, creative teaching, the loss to the schools is enormous. Only the most complete physical fitness is good enough for the children. The teacher's care of her own health is fundamental.

Economic geography is not the whole of geography as a school study, even in the primary grades. But because of the human reference the economic aspect can not be omitted. Indeed, the elementary human group relations with the material world are grounded in earth resources. Production, its processes and markets afford a human contact in living and

achieving, of supreme interest. These reflections are suggested by a tiny booklet on the cultivation and preparation of coffee and tea, put out by Hills Brothers. When one considers that the world production of this berry is more than three billion pounds, about 1,500,000 tons, and that this country's interest in it reaches more than \$300,000,000, it becomes apparent that a study of its planting, transplanting, growth, harvesting, curing, transporting to markets, grinding, blending and marketing, constitute a stimulating study, in itself, and typical of many hundred geographical problems in other fields of production and exchange. The same monograph treats the production and curing of tea. With these and other industrial studies, teachers of geography have rich material for instruction.

The George Washington Junior High School, Long Beach, California, has its own paper, composed and edited by pupils and printed on its own press. It is called the Junior Patriot, and well deserves its name. The material is good and well put together. The copy before the writer has a full 7x10 page in Spanish.

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Say you saw it in the Sierra Educational News

(Continued from page 416)

000 and a \$60,000 elementary school. San Leandro, of Oakland has a new junior high school in process of erection for \$350,000. During the summer, appropriations of half a million dollars were made for new buildings and additions to grounds in San Francisco. Recent Riverside issues covered \$225,000 for elementary schools, \$175,000 for a high school and \$100,000 for a junior high school, a total of half a million. In Long Beach, a junior high school group is under construction, at a cost of \$278,000, and an \$80,000 grammar school, having an auditorium of 500 seatings. Napa has a veritable school building boom. The plans contemplate a John L. Shearer grammar school at \$150,000, the Lincoln grammar school, \$150,000, and a new high school to cost in the neighborhood of \$300,000. Dinuba, Tulare County, has a new residence building for the Union High School, a new elementary school and improvements about the auditorium. Exeter in Tulare County also, voted school bonds to the amount of \$150,000 for an additional building and a heating plant. Coronado will have ready soon, a high school building costing \$175,000. Sacramento, during the vacation period remodeled and built elementary schools to the amount of \$100,000. Grass Valley's new high school group representing an expenditure of \$150,000 is being occupied this Fall. Willows goes into a new union grammar school from a bond issue of \$160,000. Redding is erecting a ten-room building for the grammar school, \$110,000.

Vacaville, Solano County, on a tract of three and a half acres has just completed a \$75,000 union elementary school. The Riolo grammar school, Fresno County, has a new \$40,000 building. It is furnished with kitchen equipment and large community room. The Orland high school annex costing \$40,000 is ready for occupancy. Pacific Grove with adjacent territory in Monterey County has a \$40,000 building almost ready for use. The Irvington, Alameda County school district sold its bonds of \$50,000 at a premium of more than \$2000. Delano, with a new Principal, is to have, also a new \$40,000 school building. The Pismo school district, San Luis Obispo County, has a new \$18,000 building. Carpinteria also issued bonds to the amount of \$15,000 for the union high school. In Stanislaus County, the Patterson school district that but recently voted \$60,000 for a new building and improvements, finding the sum insufficient, authorized another \$20,000. The Burbank school district has just about completed a \$100,000 elementary school building. Galt high school has a new \$9000 gymnasium. Greenville, Plumas County, is to have a branch high school to serve the towns of Indian Valley and Engelmire. During the vacation, the Alameda high school secured a tract of 100x150 feet to be used for games and physical education work. Madera bonds have been issued for a new grammar school (\$40,000) and a manual training and domestic science building (\$18,000) in connection with another school. Alhambra has again come through victorious with a bond issue of \$475,000 to carry

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Office Practice and Business Procedure by Florence McGill, Julia Richman High School, New York City.

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forward her school building campaign. Torrance is to have a new high school building at a cost of \$20,000, on a fine 20-acre site. Of \$1,000,000 going into new buildings in Bakersfield a fourth or more is devoted to schools. Education must keep pace with business else business slumps. Santa Monica is working on a building program calling for an expenditure of \$350,000 for an elementary school, and \$250,000 for a junior high school. The Monterey Union High School district, with \$10,000,000 of assessed property valuation, and no indebtedness, has recently bonded itself for \$100,000 for a new high school. Porterville will have in its new \$365,000 Union High School one of the finest group plants of any city of its size in the state; shops have been erected to house automotive, printing, drafting and sheet-metal work and a gymnasium. Two elementary school buildings have been enlarged. Bonds have been sold in the Del Monte school district, \$10,000; El Madera, \$340,000; and Clarksburg, \$75,000, the last to include, besides school rooms an auditorium, kitchen, teachers' rooms, etc.

Within a period of ten days in July, according to reliable authority, school bonds in California, sold to the amount of \$1,102,500; the issues varying in sums from \$2,500 to \$375,000. Thirteen of them were for less than \$100,000, revealing a tendency in the smaller towns and country districts, not less than in the cities, to enlarge their facilities to meet the increased school attendance. All California is going to school, and local pride, not less than a new vision, is demanding better accommodations.

A June report of school building in New York State showed constructions to the amount of \$6,675,000, exclusive of the metropolitan district. The city is working in a program of \$52,000,000 adopted two years ago. One high school building in the city, to cost \$2,500,000 is under way. This is, probably, the most pretentious school building in the country. During the last two years Detroit has put \$18,000,000 into school sites and buildings.

The Conley school district, Kern County, has just sold \$125,000 worth of bonds for a new building. At Gorden Grove in Orange County will be built a Union High School comprising, besides Gorden Grove, the Los Alamitos and Bolsa districts, at a cost of \$125,000. The new Willows school, before mentioned, will open September 4th, accompanied by impressive dedication exercises. An issue of \$150,000 by the Central Union High School district, Fresno County, has been sold and building will begin at once. The sum of \$34,400 has been voted for a Shasta schools building, near Chico. A \$60,000 Union Grammar School has been started at Arbuckle. On October 31 San Francisco will hold a bond election to vote upon an issue of \$120,000,000 for the purchase of additional sites and the erection of thirty-five new school buildings; the program to extend over a period of 15 years. In addition to funds so provided, the 15-cent tax rate for normal building would be retained, yielding from \$1,000,000 to \$1,500,000 annually. The Cohasset school district, Butte County, has sold bonds to the amount of \$6000

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for a new school. Work has begun on the Orland High School building, previously noticed.

The education of school children and the general public in the principles and habit of safety is a national issue. Under the general title "How to Make the Highways More Safe," the education committee of a National Transport Organization staged a nation-wide essay contest. Four hundred thousand manuscripts were handed in. The reading of them was both a burden and a pleasure—a burden because of the number; a pleasure because of the clear, frank, convincing statements of many of them. Four hundred thousand of them! And a youngster of 12 years took lead of them all; a public school boy of San Diego; product of a simple and economically-managed home life. He writes in an astonishingly mature way on "What Can I Do to Make the Highways More Safe?" and, in scarcely more than 300 words answers it in as accurate English, as plain and straightforward, with as much attention to related details and unity of purpose as any teacher might employ. It is a model of didactic expression. It can not be supposed that the boy is representative of the common product of the schools, or that his neighborhood, home or boyhood companionships fixed the skill; but in all of them he found the American boy's freedom to develop the faculty whose germ he possessed. There is not much repression, any more, in the modern school, and this San Diego youth is a good specimen of the nursing of any real ability. His widowed mother has legitimate grounds for faith in him, and in his future. With astonishing clearness he visualized the situation on the modern, be-autoed, over-crowded public roads and streets, and some of the means of accident prevention; and, not less to be commended, possessed the language skill to make the utterance plain to all of us. It is a fairly mature presentation of a boy's conception of the present auto menace, and shows that he, too, sees that it is more than a local concern,—a national issue. The appalling toll of life charged to the automobile, the railroad, and to hazards even in the home, gives to the question a claim upon the attention of everyone. It is of both economic and humanitarian concern. Through purposeful teaching of safety in the schools, St. Louis reduced the fatal accidents to school children sixty per cent. The attempt is being undertaken throughout the schools of Greater New York. The Safety Institute of America (141 E. 29th St., New York City) of which Laurence V. Coleman is Director, has begun the publication of a weekly periodical to give teachers news of safety devices and the teaching of the conditions of safety to pupils. Write to the address given, for literature. In California, the prize offered by the highways transport education committee for the last year was won by this Stanley Newcomb, a San Diego school boy. It was estimated that nearly 400,000 students and many teachers participated in the contest.

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Mr. J. Murray Gibbon has again been chosen president of the Canadian Authors' Association. This election took place at a recent meeting of Canadian authors, writers, editors and publishers held at Ottawa, Canada. Mr. Gibbon, whose home is in Montreal, will be remembered by our readers as the author of various books that have been reviewed in our columns. Mr. Gibbon's unanimous reelection was made at the same time that Her Excellency, Lady Byng of Vimy was again chosen for the Honorary Presidency. The finale of the two days convention, which attracted literary people from all parts of Canada, was a banquet at Chateau Laurier. Among the resolutions endorsed was one favoring application being made to the Dominion Government for a grant of \$5000 each year for an award for the most significant literary work by a Canadian domiciled and resident in Canada. At the banquet messages of kindly wishes from the Authors' Association of France and the United States were read by President Gibbon, who acted as Toastmaster.

By the Division of Vocational Education, University of California, is published a monthly bulletin on the Continuation School as developed in California. It is called "Part-time and Continuation School News Notes;" and the information should be found suggestive to all teachers interested in this type of work. The following notes are extracted:

In Los Angeles, Mr. Kersey, director, meets all the members of his department every Monday afternoon. The discussions give the group a unity of spirit and cooperation which accounts for the recognized success of this work in Los Angeles.

The Merchants' Association of Fresno cooperates with the Part-time organization in requiring signed applications from all unions seeking positions.

Sacramento, for the 650 boys and girls in Part-time classes, has a separate building, equipment and grounds.

Stockton has, perhaps, the most complete and practical record of pupils and especially Part-time pupils, covering information of use both to the school and the possible employer, and of value to the pupils' parents. This city is one among the smaller cities selected to assist in working out a plan for the employment and guidance of junior workers.

Dr. Edward C. Elliott, who for some years past has served as Chancellor of the University of Montana, has accepted the Presidency of Perdue University at Lafayette, Indiana. When the new order went into effect in Montana and all educational institutions of higher learning were centralized under one head, it was Dr. Elliott, then connected with the University of Wisconsin, who was selected for the position. During his administration, he has done a most noteworthy piece of work. Perdue is to be congratulated. It is one of the oldest and most substantial technical and engineering schools in the country. From it have gone forth many of the men who have been responsible for the



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developments in engineering in recent years. Under President Elliott's administration the humanities will not be overlooked.

In the death of Dr. L. D. Harvey, not only Wisconsin but the United States loses one of the great educators of the past four decades. Dr. Harvey has for a considerable period been president of the Stout Institute at Menominee, Wisconsin. That institution has done significant work in laying emphasis upon the broader meanings of industrial and vocational education. Its training department has fitted many teachers for the fields of home economics and the industrial arts. Before assuming the presidency of Stout, Dr. Harvey was for several terms State Superintendent of Public Instruction of Wisconsin. He was one of the most popular and efficient state executives we have known. He was past president of the National Education Association, member of the National Council of Education and a leader in all educational movements. Our work with him in the N. E. A. and on the National Council gave us opportunity to know of his large wisdom and extensive knowledge of all phases of education.

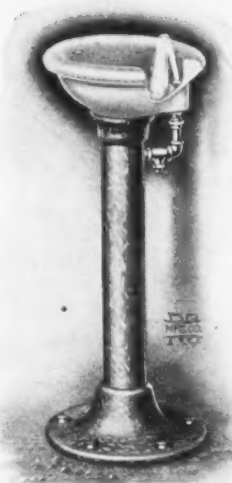
The provision of more adequate school accommodations in California and records of success recorded in this issue are instructive. When people know, they show themselves ready to do. Too often the schools have been a "closed corporation" of whose workings there has been little accurate knowledge. No good can come from trying to locate the blame for the situation; but we are learning the lesson of publicity and it is of the most direct import to all cities and school districts. The story from Los Angeles is significant. In the Los Angeles campaign, success came after weeks of the most systematic and universal campaigning. School officials, teachers, pupils, citizens, civic organizations, business men, women's clubs, churches and thousands of citizens, left no one uninformed of the needs of the schools and the possibility of meeting them. Each school neighborhood and precinct was canvassed. Lectures were delivered, hand bills distributed, the press was immensely influential, pupils' school papers joined in the plea; and the remarkable achievement is cause for congratulation, not in Los Angeles, alone, but throughout the state as an ideal of sensible school publicity. Other communities may well take heart.

The Holden book covers are book savers. In many cases these covers double the life of the book. Samples of the covers will be sent free Write Holden Patent Book Cover Co., Springfield, Mass.

E. P. Clarke, president of the state board of education, gave the commencement address for the high school and junior college at Phoenix, Arizona, this year. Mr. Clarke reports the Phoenix schools in fine condition. The graduating class at the high school numbered over 150 and the first class was graduated from the

MOST SCHOOL EPIDEMICS

are caused by the faulty construction of drinking fountains. This has been proven in tests made by Professor Clark at the University of Wisconsin and Dr. H. A. Whittaker, Director of Sanitation, of the Minnesota State Board of Health.



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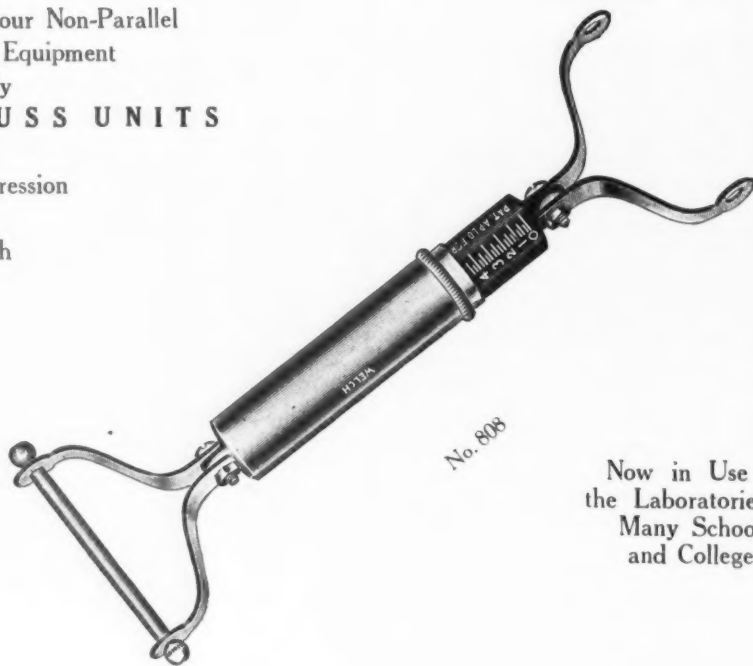
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Say you saw it in the Sierra Educational News

junior college. President Clarke has visited this summer a number of the summer sessions of the State Teachers' Colleges and has spoken before the assemblies and in the various classes. In our visits to these institutions this summer we have found the "footprints" of Mr. Clarke. Everywhere students tell us that he is a versatile man, has something to say and knows how to say it and possesses not only knowledge of educational affairs, but has a contact and understanding of the activities of daily life that is most refreshing.

The San Diego High School printing class issues "The School Bulletin," which gives both school and neighborhood notes as they bear upon education and particularly high school conditions. For the current year 552 teachers have been assigned to work, of whom 188 are in junior and senior high schools. The total enrollment of pupils last year was 21,000, and the year's expenditures for all schools, \$1,479,000.

The report of the National Committee on Mathematical requirements, is announced, is now ready for distribution. It consists of 500 pages and may be had upon application to J. W. Young, Hanover, New Hampshire.

Readers will recall a report in a former number of this magazine by Mr. Cloud on the Junior High School in California. There has come to the editor's desk a companion study of English in the Junior High School. It is too long for use at present; but it contains interesting material and some conclusions may be noted. Twenty-four junior high schools were studied. In general there appears a tendency to group grammar, composition, literature and spelling into one class; spelling is continued through the three grades; considerable effort is made to adjust the English study to local needs; through composition, connection is made with vocational guidance; English testing is but little used; the socialized recitation is recognized; general grammar seems to hold its place in most schools. Pennsylvania reports the existence of 52 junior high schools and 54 others in process of organization. They represent a total of 55,115 pupils, an average of 529. It would seem to put the Keystone State at the head.

California State Department of Education, State Board of Education, Sacramento. July 15, 1922. To Textbook Publishers: Supplementing the specifications for a textbook in Civics contained in Special Publication No. 12, April 1922. I wish to inform you that the supplement to the book in Civics dealing with the California State Government and State Institutions may be supplied by the publisher within a reasonable time after the adoption of the textbook. In other words, it will not be necessary for any publisher to have a California supplement prepared in order to submit his book in Civics for adoption. Very truly yours, Will C. Wood, Secretary.

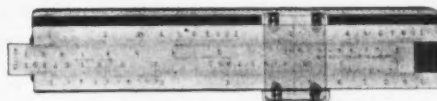


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The Trend of the Times

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SAN MATEO

Say you saw it in the Sierra Educational News

Mr. Edwin A. Grover, President of the Prang Company, sends us a splendid statement regarding the work and worth of William Hawley Smith whose recent death removed one of the most unique figures in the educational life in the last century. Mr. Smith will probably be remembered as the author of the pedagogical story "The Evolution of Dodd" more widely than any educational author that America has produced. More than a million copies of this book have been sold, says Mr. Grover and it has had a profound influence in breaking down formalism in education. If you have not read it do so at once. It is an educational tonic. Here is a paragraph from it:

Let no machine nor method crush out your own individuality, and suffer no power to induce, or to force you make business of turning a crank that runs a mill whose office it is to grind humanity to one common form, each individual like every other, interchangeable like the parts of a government musket. It is not money, nor governments, nor machines, that are of value in the last analysis. It is character! It is individuality! It is man!

Mr. Grover goes on to say:

"Perhaps his most notable contribution was in his essay 'Born Short and Born Long,' which was a powerful plea for the training and development of the outstanding 'talent' with which every child is born. His great work 'All the Children of All the People,' which also has been read by many State Teachers' Reading Circles, is an inspiring plea for democracy in Education. This book grew out of a lecture which I heard him give at the Cook County Teachers' Association in Chicago. At my suggestion he made it the basis for a new book which he read to me in manuscript on several occasions when passing through Chicago. 'All the Children of All the People,' 'The Evolution of Dodd,' and 'Walks and Talks' have all set people thinking along new lines."

Such contributions as have come from the pen of William Hawley Smith, who was not only a teacher but a lecturer and a student of human nature, should be read by every teacher as a balance for the more scientific reading that is the educational contribution of today. We shall hope in a subsequent issue to print further the admirable statement from Mr. Grover.

W. C. Harper, the Pacific Coast Representative of the John C. Winston Company of Philadelphia, leaves for Australia on September 8th. He will return to San Francisco on January 8th next.

A quiet investigation has been carried on for some months by the State Department of education, to determine by comparative studies the effectiveness of the existing California school system. It is the conviction of Assistant Superintendent Sam. H. Cohn that "city school children are from two to three years farther advanced in mental development than are rural students of similar grades; and that the school

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system prevailing in the country is responsible for the unequal products. The contrast is not due to a want of ability of rural youth but to pauperized training. Whatever may have been its relative adequacy during pioneer days, the one-room rural school is not, today, a success as a teaching institution. The attendance is likely to be small, the instruction inexperienced and unsupervised, the terms shorter than in the city, lower salaries to attract efficient teachers, and in general, meager equipment of supplies in the way of illustrative material and library advantages. The country school may be made as efficient as in the population centers—but not the small one-teacher school.

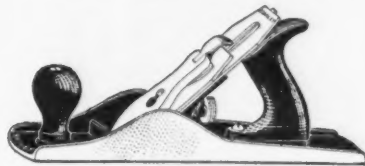
Colgate's Classroom Helps are proving to be a real help to teachers in giving lessons in dental hygiene. These helps may be secured by using the coupon on page 439 of this issue.

It will be remembered by our readers that in a former number of this magazine appeared the report of a critical study of weighted credits for school work. This was by W. H. Hughes, District Superintendent of the Claremont schools. In the January (1922) Journal of Educational Research appeared an article from his pen entitled, "Provisions for Individual Differences in High School Organization and Administration;" and in the May issue of Educational Administration and Supervision, one on "The Human Side of Research in Administration." In the American School Board Journal, a paper having wide circulation, Mr. Hughes discussed "Meaningful High School Records and Reports." In an earlier number of Educational Administration and Supervision was considered "A Practical Need for Social-Individual Psychology in High School Education." In a recent number of the Journal of Delinquency appeared a paper on "The Responsibility of the Public School for Developing the Social Attitudes," a major abstract of an address before the California Conference on Social Work at San Diego, last April. It is a pleasure to thus record the work of one California teacher. Others would be of service to their fellows and profit themselves if they would report the results of their studies and experience. Send your careful conclusions to the News. Extended mention is here made, as Mr. Hughes leaves his Claremont position to head a department of Tests and Measurements in the schools of Pasadena.

The author of the Winston geographies has prepared a brief manual on "the proper organization of geography in American education." Primarily it is adapted to accompany the two-book text. As a matter of fact it is a valuable dissertation on the purposes of elementary geography teaching, and the principles underlying a curriculum, with an outline sketch of instruction for grades four to eight, that will be found a stimulating guide to teachers whatever text is used. The consideration of regional geography and the characteristics of the "region" as distinct from the "country" is clear

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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Language books for the third, fourth, fifth, sixth, seventh, and eighth grades of the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 13, 1923.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in language," may be submitted on or before the hour of 4 o'clock p. m. of January 13, 1923.

Alternative bids for supplying completed books, as specified above, f. o. b. Sacramento in carload lots will also be received.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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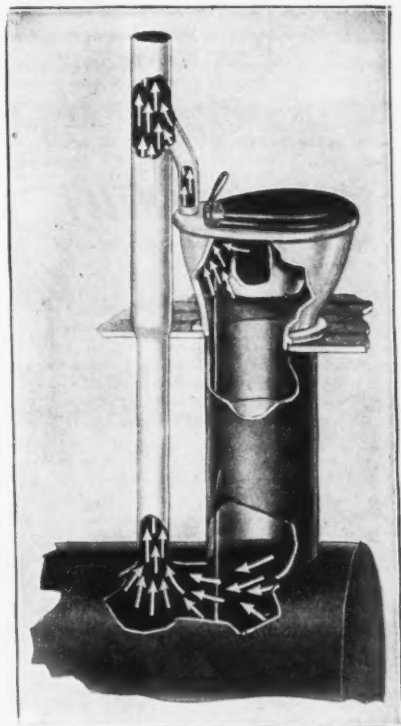
Say you saw it in the Sierra Educational News

and convincing. There follow brief statements of the place and function of geography teaching in the high school, the normal school, the college, etc. The pedagogy of it is sound as it could not fail to be by the author of Human Geography. J. Russel Smith has marked out a new sphere for geography and shown how it may be occupied.

It is reported as we go to press that Prof. Charles Rieber of the University of California is to become Dean of the Southern Branch of the University at Los Angeles, taking up his duties September 1. Dr. Rieber was formerly the Dean of the Summer Session of the University of California. In this capacity he did noteworthy work in developing the summer session. He will undoubtedly add great strength to the Southern Branch.

A conference of research and guidance held in San Jose at the close of the last school year deserves more than passing comment. We are indebted to Mr. Virgil E. Dickson of the Oakland Schools for the following note: "The conference was attended by more than 150 representatives from nearly all sections of the state from Chico on the north to San Diego on the south. The addresses given were full of helpful suggestions and the members of the conference left feeling that similar conferences should be held annually to discuss problems of research and guidance. As a matter of fact, organization was effected and officers elected to continue the work for another year. It was also voted by the conference to ask for affiliation with the Educational Research Association under the name of the Pacific Coast division. Much credit is due Pres. Kemp and Prof. DeVoss of the San Jose Teachers' College for the untiring energy and work which they did in preparation of the program and arrangements to make the conference a success."

Through the joint efforts of the American Library Association, at its annual meeting June 26-July 1, and the National Education Association, July 3-10, there is promised a selected list of the "twenty-five best books for a one-room country school." It will be welcomed by teachers and school officials in every state, and especially in California, where teachers and patrons have learned the value of suitable books, well-distributed through our efficient County Library system. If the plan shall further stimulate interest in good literature for general reading and for abundant supplementary material in the schools and in isolated communities, especially, an eminently valuable service will have been rendered. The habit of turning to wholesome and stimulating books in times of leisure is a sure protection against many dissipations. Dr. Sherman Williams of New York and Miss Marion Horton of Los Angeles, are chairmen, respectively, of the two committees to conduct the voting on the best twenty-five books of 100 suggested for children in grades 1 to 8.



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Mention has been made of the fact that the Cleveland, Ohio, Board of Education publishes its own school paper—School Topics. It issues occasional special bulletins, also. Now there has come to the editor's table a monograph of 50 pages entitled "Give Yourself a Fair Start," with the subtitle "Go to High School." It is a profusely illustrated exhibit of the ten high schools of the city,—six academic, two technical and two commercial. Photographs of student classroom and other regular activities;

descriptions of courses, equipment, shops, sports, printing, music, dramatics and vocational exercises; and all interspersed with illustrations and arguments of the value of the training the high school offers to junior high school pupils. It is distributed free to both parents and children within the city, and may be had by outsiders for 50c upon application to Division of Publications, Board of Education, Cleveland, Ohio. It will be found of value to any district maintaining high schools.

Say you saw it in the Sierra Educational News

Appropos of the discussion of Deans of High School girls in the April issue of this magazine, there has, through the courtesy of Miss May V. Haworth, Dean of Girls in the Alameda High School, come to this office a partial summary of the results of an investigation by the bureau of educational research, University of Illinois. Of 500 schools addressed, 255 sent replies to several of the questions. One hundred and thirty-six have such officer; in 39, about one-third, the responsibility is distributed among teachers; 49 make no such provision; 25 per cent, only, of 1466 girls are without this care. Among the better schools studied there are certain unfavorable conditions: in one-third of the schools, only, does the dean have a rank of vice principal; about the same proportion have the use of a private office; stenographers are seldom provided; the duties, aside from advice and personal conferences, are manifold; many of them having no relation to the deanship. In nearly 100 schools they advise with boys, also, mainly about vocational matters. There is a general agreement on the importance of the function and the benefits derived.

California's faith in education is manifested in effective ways. What with \$1,000,000 collected for the College of the Pacific at Stockton, several millions devoted to higher technical training at the California Institute of Technology; \$10,000,000 endowment on the way for the University of Southern California, considerable additions to the resources of Whittier College; to which add more than \$7,000,000 of public school bond issues for buildings, \$17,400,000 for Los Angeles,—a total of nearly \$22,000,000 for public education, and more than \$15,000,000 for higher education, exclusive of expenditures for state institutions.

The following resolution was recently passed by the Bay Section Council of the C. T. A. and addressed to the State Board of Education. It is submitted to us by Secretary F. H. Boren of the Bay Section:

"The Council of the Bay Section of the California Teachers' Association cordially favors the regulations and efforts being taken to establish standards of certification in California fully in keeping with the high efficiency of the public school system of the state. In establishing such standards we appeal to the State Board of Education to adopt such rules as will offer full opportunity for teachers in the profession to avail themselves of new types of certification established by law. In the coming of the junior high schools teachers working in such grades as are included therein should have liberal allowance in time to prepare themselves for proper certification. Many teachers now making such preparation in accordance with the State Board rules can not complete the same within the time set for a marked change in regulations—December, 1922. Particularly is the above true of teachers working in regions somewhat remote from teacher training centers.

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Teachers' Association, Bay Section, hereby appeals to the State Board of Education to postpone the time set for the expiration of the former rule to October, 1923, or following the summer school session of 1923.

"This resolution by unanimous vote was

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PROBLEM

Why is Bank Stock paper better for the eyes than ordinary white paper?

ANSWER

Because Bank Stock paper, by reason of its scientific tint, absorbs a certain percentage of light rays which are ordinarily reflected back into the eyes from white paper.

PROBLEM

Define Bank Stock quality.

ANSWER

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PROBLEM

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ANSWER

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PROBLEM

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ANSWER

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PROBLEM

Where can Bank Stock be procured?

ANSWER

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NEW TESTS. NEW TOOLS FOR TEACHING ARITHMETIC

Having received on approval, two sets of Jones' Self-Correcting Flash Cards, one for addition and the other for multiplication, I decided to try out the multiplication set on a fourth grade.

Miss Sperry of South Pasadena had previously told me that her pupils in the second grade enjoyed the games with the Addition Flash Cards very much. She was in the habit of playing games for about ten minutes each day with her class in the shade of a big pepper tree, and her pupils had often selected the game with these addition cards as the one they wished to play.

These Flash Cards have the combination on one side and the answer on the other. Following directions, I divided the pack into two parts, taking care that one-half was not more difficult than the other. The class was arranged so that one-half of the pupils stood in line on one side of the room and the other half on the opposite side. Two pupils were selected, one from each side to act as Pupil Teachers or leaders, and a half pack given to each.

The pupils were shown that a multiplication combination was on one side of a card and the answer on the other. The Pupil Teachers took their places at the head of their line, facing the pupils. All was now ready for the race. At a given signal they started down their lines. Each leader took a card from the top of his pack, multiplication side out, and showed it to the pupil at the head of his side, who gave the answer as quickly as possible. If he made a mistake or was too long in answering, he was given the card to study, remaining in line. If he answered correctly and quickly, the card was placed at the bottom of the pack. Then a card was taken from the top of the pack and shown to the next pupil. They continued in this way down the line until one of the leaders won the race for his side by reaching the end of his line first.

When both leaders had finished, the pupils on both sides who had cards, raised their hands until counted, and the records placed on the blackboard. The side having made the least number of mistakes had really won the game. Five of these races were run and the side won whose total number of mistakes was the least. The pupils were so interested in these games that the winning sides clapped their hands. The pupil studies hard so as not to get cards. In the Jones' Self-Correcting System, there are fifteen sets of cards, graded to suit the needs of the first eight grades. These sets include fractions, decimals, etc. THE SELF-CORRECTING IDEA, THE CARD PLAN, and the elimination of copying are the distinctive features of the Jones' System. By the key (self-correcting feature) in the answers, the pupil knows at once when his work is correct but cannot foretell the answers.

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adopted and directed to the State Board of Education and to the Council of the California Teachers' Association."

With the opening of the new school year, teachers should give thought to the question of accident and health insurance. The Teachers' Casualty Underwriters offers some attractive protective benefits. For full information use the coupon on page 392 of this issue. Note the testimony of teachers in Pinole, Long Beach, Los Angeles and San Leandro.

Mrs. Grace C. Stanley, for years superintendent of schools of San Bernardino County becomes principal of the Cucamonga school. In addition, she is made head of the department of education of the junior college at Ontario, connected with the Chaffee Union High School, giving courses in educational psychology. Mrs. Stanley has proved her fitness in every position. She is a member of the California Council of Education and past president of the Southern Section, C. T. A.

The Journal of Education has this to say of Superintendent Fred M. Hunter of Oakland: "It is always a joy to hear Mr. Hunter because he is always doing the latest things in education in the best way and is telling of them as captivantly as any speaker can do. His exuberant spirit and his sublime faith in the importance of what he is doing that no one else is doing is an uplift to any audience. No superintendent has made greater contributions to school service to cities than has Mr. Hunter."

Few schools, public or private, have had more phenomenal success than the California School of Arts and Crafts, Berkeley. Whether one consider the Fine Arts, the Normal Class, or the Applied Arts Courses, its graduates have gone into responsible and paying positions, in high schools, normal schools and teachers' colleges and city systems "from New York City to Honolulu." So prompt and certain is the demand for graduates that the institution has become a veritable vocational training school for teachers, commercial artists, applied arts in industry, costume design, interior decoration, furniture drafting, textile craftsmen, pottery, etc. Its patronage yearly is international in scope; recently the enrollment showed students from, not only more than half the states, but England, Canada, Siam, Java, Central America, Hawaii, the Philippines and far-off Siberia. It is a school for both education and efficiency, and, far beyond the ordinary standards, it succeeds in both.

The Disston teaching outlines as given in the Sierra Educational News since last January are proving to be a real help to manual training instructors. Among these lesson outlines are the following: How Saws Are Made (February issue); How to Choose a Saw (April); How to Care for a Saw (May); How to File a Saw (June). Many manual training teachers are using these outlines for class work.



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In a recent bulletin from Superintendent Hunter's office in Oakland, Principal Middleton of the Vocational High School, Oakland, analyzes and commends the virtues of the School Paper. He calls publishing such a paper by students "an exercise in the practice of citizenship," a distinct "community enterprise." "The editor must apprehend" the elements entering into the problem of newspaper publication as a public service; must estimate the capacity, enterprise and character of those who are to compose his staff, and outline a program acceptable to students and the faculty." Such a school paper "has a powerful effect, not only upon the pupil, but upon the man that is to follow."

The Stanley tools are standard both for shop and school. Catalog No. 17-I will give full information. Every manual training instructor should have a copy of this catalog, which will be sent on request by the Stanley Rule & Level Plant, New Britain, Conn.

The expense of five delegates from Los Angeles to the 1922 N. E. A. meeting in Boston were paid by the City Board of Education,—one each from elementary, kindergarten and high school teachers, one elementary principal, and one assistant superintendent. What other California cities have a like record? In Seattle, the Chamber of Commerce offers free transportation and expenses to a high school principal and the President of the Grade Teachers' Club.

The University High School Journal is a professional periodical representing the teacher-training division of the School of Education as the Law Journal represents the School of Law. But it has the good sense to confine its material to the working out of the specific functions—education in the secondary schools. It is not a news publication, neither does it ape the University purposes of specialized research. Its objectives are derived from the work to be done in California high schools. In the last number of the Journal, in addition to foundation articles by Professor Rugh on "The Problem of Method in Teaching," and by Dr. Edna W. Bailey, on "The Educational Usefulness of Science," there are discussions of "physiology; a course in Human Biology," by Anita Laton; "Physics in the High School," by Dr. Hiram W. Edwards; and "The Reorganization of Chemistry in the Secondary School," by Lawrence F. Foster. These are not stock articles as "hack" work got up for publication; but the results of both research and experience, formulated for clearness of vision and guidance, and, incidentally, herewith published. The Committee of Fifteen devoting two years or more to an investigation and scrutiny and, if possible, a formulation of desirable objectives in secondary education, may find in these articles, if not guidance, suggestion at least of profitable procedure in its work. Why science, at all, and why the several sciences as instruments of education.

Another promising field for cultivation is

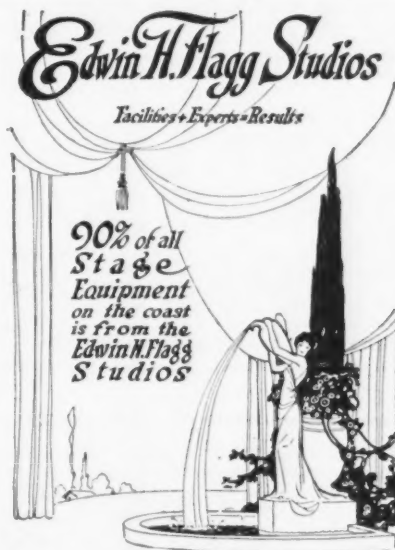
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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Lower elementary and advanced geographies for the elementary schools as follows:

1. **Geographical material** dealing with peoples of other lands, intended for the fourth grade.
2. **Geographical material** dealing with North America and South America, intended for fourth grade.
3. **Geographical material** dealing with the United States and California, intended for fifth grade.
4. **Geographical material** dealing with methods of travel and transportation, intended for fifth grade.
5. **Geographical material** dealing with Europe, intended for sixth grade.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 13th, 1923.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in geography," may be submitted on or before the hour of 4 o'clock p. m. of January 13, 1923.

Alternative bids for supplying completed books, as specified above, f. o. b. Sacramento in carload lots will also be received.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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